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ABSTRACT

This curriculum presents career, academic, and life skill activities to assist education and training organizations in developing and delivering comprehensive career development and life skills programs. The guide helps individuals to develop self-awareness, discover career options, secure an understanding of occupational information, acquire decision-making and planning skills, and understand the interrelationship of academics and the world of work. The opening sections provide a conceptual overview, introduction, comprehensive guidance model, and competencies for each level based on the National Career Development Guidelines. The primary, elementary, middle/junior high, and high school sections offer career and life development concepts appropriate for each grade level. The building blocks are organized into five areas: (1) orientation; (2) transition; (3) self-awareness; (4) career awareness and life planning; and (5) learning and planning skills. Each section in the guide contains the grade, skills, objectives, outcomes, time needed, resources required, suggested strategies, and evaluation methods. Individual career planning forms and references are included in the resource section: 57 resources for grades K-5 and 28 resources for grades 6-12. (NLA)

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MAINE GUIDE

A Developmental Framework for Life Choices

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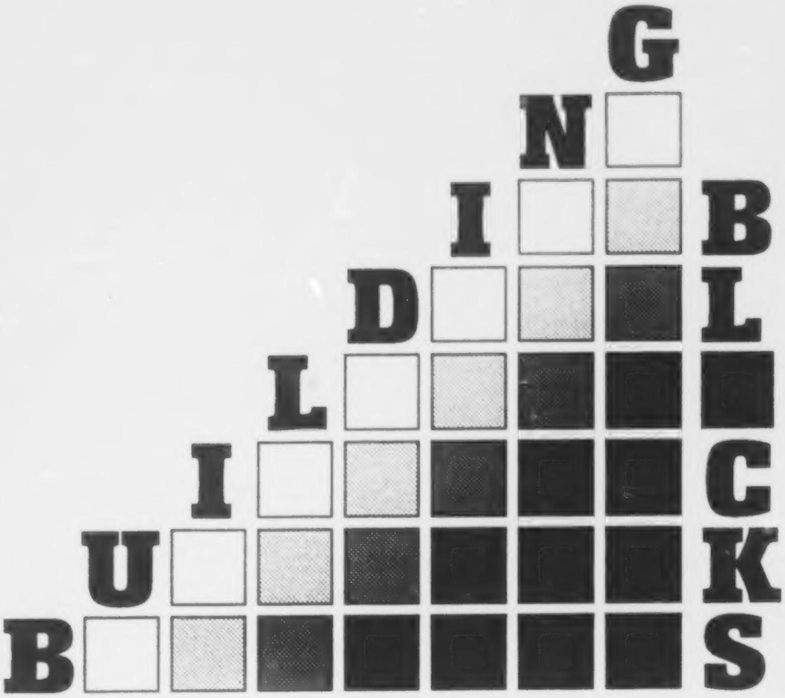

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BUILDING BLOCKS FOR THE FUTURE

Kindergarten--Grade 12

Sponsored by:

Maine Department of Education
Bureau of Adult and Secondary Vocational Education

Maine Department of Labor
Maine Occupational Information Coordinating Committee

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MAINE GUIDE: BUILDING BLOCKS FOR THE FUTURE was developed under a co-sponsored grant from the Maine Department of Education, Bureau of Adult and Secondary Vocational Education with funds from the Carl D. Perkins Vocational Education Act, and the Maine Occupational Information Coordinating Committee.

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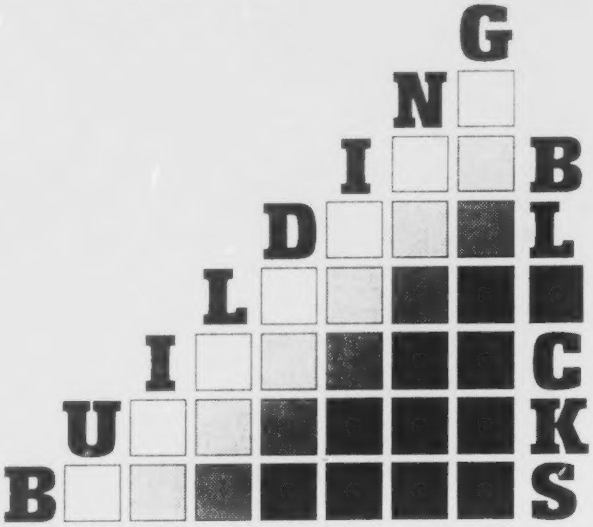
A Developmental Framework for Life Choices

BUILDING BLOCKS FOR THE FUTURE



BUILDING BLOCKS FOR THE FUTURE

1991

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Henry D. Lunn is a professional educator who has worked as a teacher and school counselor in Maine schools for over thirty years, teaching every level from Head Start to college. Prior to his appointment to the Department of Education, Bureau of Adult and Secondary Vocational Education as the consultant for Vocational Career Guidance and Counseling in 1986, Hank served as the Director of Guidance for Maine School Administrative District #5, Rockland, for twenty-four years. He is presently an Educational and Career Development consultant. A dynamic speaker, facilitator, and workshop presenter, Hank also provides training in topics such as career planning, goal setting, and empowerment.

ACKNOWLEDGMENTS

Developing this curriculum has been an exciting experience. Taking the efforts and interests of a life-time of work in career development and education and bringing them to paper has been a formidable task. I would like to thank many old and new friends who helped to develop this curriculum. Without their contributions and support the *MAINE GUIDE: A Developmental Framework for Life Choices*, would never have been possible.

* William Cassidy, Associate Commissioner, Maine Department of Education, Bureau of Adult and Secondary Vocational Education, and

* Susan Brown, Executive Director, Maine Occupational Information Coordinating Committee, who saw the need for a comprehensive kindergarten - adult curriculum and provided the professional, personal and financial support needed to bring this document to you.

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*Jeannette Goodwin, Teacher, *MAINE GUIDE Grade K - 5* Curriculum Developer, who has championed career education for years and presents an outstanding example of integrating career development concepts in the classroom.

* Deborah Leighton, MSW, Steering Committee Member, who believed in the project and believed in me.

* The Steering Committee, a dedicated group of professionals who created the concept and title of the curriculum.

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MAINE GUIDE

BUILDING BLOCKS FOR THE FUTURE

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MAINE GUIDE

A Developmental Framework for Life Choices

BUILDING BLOCKS FOR THE FUTURE

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BUILDING BLOCKS

BUILDING BLOCKS FOR THE FUTURE

INTRODUCTION

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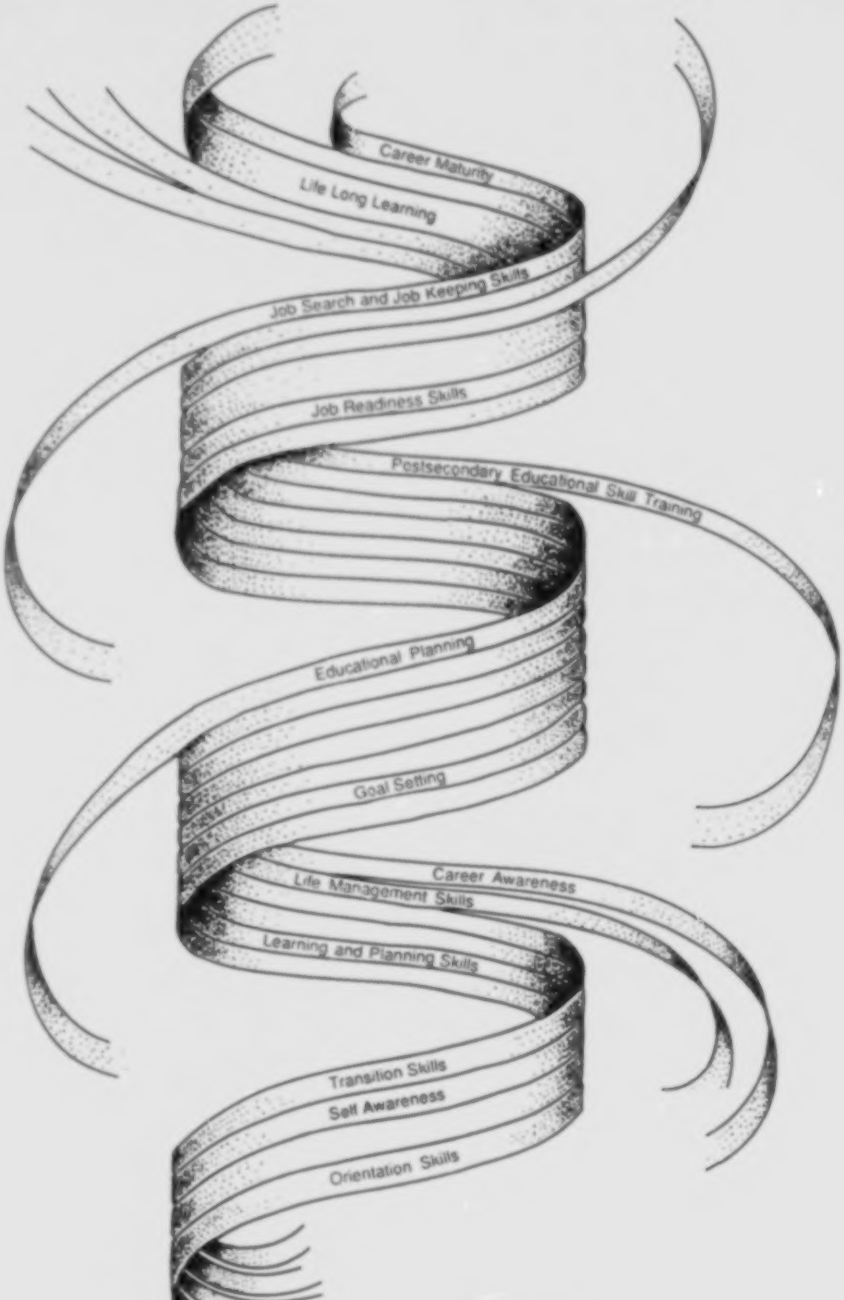
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MAINE GUIDE
A DEVELOPMENTAL FRAMEWORK FOR LIFE CHOICES

MAINE GUIDE

A Developmental Framework for Life Choices

BUILDING BLOCKS FOR THE FUTURE

CONCEPTUAL OVERVIEW

The MAINE GUIDE: A Developmental Framework for Life Choices, Kindergarten-Adult, is represented here by a helix--a twisting, turning, spiral of ideas which form into an intricate pattern depicting the dynamic forces at work in the life-long process of career and life development.

In the MAINE GUIDE helix, some of the ribbons are short and specific, while others are strands present throughout the helix. Some start out small and broaden as time permits growth of the skill it represents. Each skill grows in concert with the others, building together to produce stronger, more capable people.

Some people may need to strengthen specific skills; others may need to revisit old skills to bring them up to date; others start from the beginning. Regardless of where the person begins, the MAINE GUIDE curriculum is designed to assist the learner to acquire the skills at the most appropriate time in the life-long process of career and life development.

The helix was adapted from an original design created by Paul Seidman, Portland, Maine, and presented to the Maine Guide Steering Comittee by Deborah Leighton, committee member.

MAINE GUIDE

BUILDING BLOCKS FOR THE FUTURE

INTRODUCTION

The MAINE GUIDE curriculum presents career, academic and life skill activities to assist education and/or training organizations to develop and deliver comprehensive career development and life skills programs. The MAINE GUIDE will assist individuals to explore self, discover career options, secure an understanding of occupational information and how to use it, acquire decision making and planning skills, as well as understanding the interrelationship of academics and the world of work. It will provide critical support to the goals of instruction, including the systematic development of skills and attitudes for responsible self management and rational self direction. Career development is viewed as a lifelong process.

The MAINE GUIDE: A Developmental Framework for Life Choices is designed to present career development activities for learners Kindergarten through Adult. The Primary, Elementary, Middle/Junior High and High School sections, BUILDING BLOCKS FOR THE FUTURE, offer career and life development concepts appropriate for each grade level.

ORGANIZATION

The BUILDING BLOCKS are organized into five areas: Orientation, Transition, Self Awareness, Career Awareness and Life Planning and Learning and Planning Skills. These areas correspond to the COMPREHENSIVE GUIDANCE MODEL, developed by the Maine Department of Education.

The activities for Grade 8 are designed to supplement the PLANNING TO REALIZE EDUCATIONAL POTENTIAL (P.R.E.P.) curriculum developed in Maine by the Maine Department of Education and the Maine Occupational Information Coordinating Committee. The content areas covered also may be delivered independently of the P.R.E.P.

Activities for Grades 9-12 are a supplement to FUTURE BUILDERS: A High School Career Education And Life Skills Curriculum, published by the Maine Department of Education.

Although the curriculum is organized in a modular format, it should be emphasized that the modules are not separate entities. They are highly interrelated and interdependent. This provides both the teacher and students with many opportunities to weave concepts from other units into the unit currently being studied. The relationship among all of the modules are direct and significant. It is important to keep all aspects of the MAINE GUIDE : BUILDING BLOCKS FOR THE FUTURE in mind and teach in a holistic way. This offers a unique opportunity for the teacher to structure learning activities and sequences in an ever-widening spiral, tying back to previous modules and anticipating future topics. It is appropriate to prepare students to meet their responsibilities and opportunities with a unified approach by providing a challenging, practical application of knowledge which is relevant to the learners' everyday life tasks.

It should be noted that some of the activities presented in the MAINE GUIDE: BUILDING BLOCKS FOR THE FUTURE curriculum have been collected from sources throughout the United States and Canada. They all have been subjected to editing and revision as they were adapted to meet the objectives of the BUILDING BLOCKS. Every attempt has been made to credit the original source.

SEQUENCE

The local educational agency decides the sequence and emphasis of the module and topics which are presented in the MAINE GUIDE: BUILDING BLOCKS FOR THE FUTURE. This sequencing provide an opportunity to distribute and combine topics to meet the unique needs of the class throughout the course.

PERFORMANCE OUTCOMES

Performance objectives and supporting competencies provide the purposes or goals, indicate the content, and serve as criteria in selecting strategies and learning experiences, and set evaluating measures. Outcomes are listed for each topic and should be referred to when planning learning experiences and evaluations. Strategies should be planned so that each learner can reach the objectives and competencies of each module.

INSTRUCTIONAL STRATEGIES

The instructional strategies within the MAINE GUIDE: BUILDING BLOCKS FOR THE FUTURE are suggestions to assist the teacher in the presentation of the curriculum. Teachers should feel free to modify, supplement or develop other learning experiences which will enhance the learners opportunity to achieve the career/life objectives of the program.

BUILDING BLOCKS is designed to be taught using a hands-on, experiential approach to learning so that knowledge and skills are applied in a planned, sequential manner. The use of real life relevant tasks, simulations, and community involvement is an integral part of the course, as is research, class discussions, and group activities. The students are expected to be actively involved in learning in a participatory, supportive environment and to have an opportunity to practice and develop the skills related to the course content. Through the practical hands-on approach, students come to grips with their responsibility for making choices, for taking action and also for the subsequent consequences.

SPECIAL POPULATIONS

The curriculum materials are intended to be useful for diverse student populations and considerate of their individual needs. Teachers providing instruction through the MAINE GUIDE : BUILDING BLOCKS FOR THE FUTURE curriculum should become aware of the needs of special students and request information from special education personnel for the various alternative instructional strategies that will maximize the benefit to the students.

Every individual has special abilities and limitations that need to be taken into account. The process that an individual goes through to explore themselves, to make decisions and to utilize planning strategies is the same for all people regardless of their abilities. Self determination, the product of this process, means having the skills to freely set one's own goals and pursue one's dreams.

EQUITY

Race, age, economic status, handicap, gender, and sexual preference speak to a condition of difference. Oppression based on differences exist within our culture and therefore, are often reflected in our educational, employment and training programs unless conscious, concerted efforts are made to have the situation otherwise. By taking active steps to deal with these issues, a multiplier effect of change can be initiated with positive consequences for people and programs everywhere. BUILDING BLOCKS has included equity issues in each grade level.

SCHEDULES

The program deliverer will determine how the MAINE GUIDE: BUILDING BLOCKS FOR THE FUTURE will be integrated/implemented in their system. It is strongly recommended that the entire program be taught in order to provide a continuing learning experience in this curriculum area and to allow for the maturation and experiences related to the course content to occur. This would assure that students continue to learn and apply decision making, self awareness and career/educational development principles as they grow throughout their educational experience.

STAFF

A team approach to planning and instruction is recommended for the implementation of MAINE GUIDE :BUILDING BLOCKS FOR THE FUTURE. A team may be made up of a teacher, a guidance counselor, a librarian, a special needs teacher, affirmative action officer or sex equity specialist and/or others. It is recommended that these teachers work together under the leadership of a guidance counselor or other designated educator in order to ensure continuity and the reinforcement of course objectives. In addition, a special needs teacher should act as a resource person when working with learners with handicapping conditions. Remember, the staff cannot be expected to meet all the needs of the learner. It is recommended that the staff build a strong support system of peers and community resources to assist them in the delivery of the MAINE GUIDE: BUILDING BLOCKS FOR THE FUTURE.

EVALUATION

Evaluations should focus on the application of the objectives such as problem solving, management, self awareness, career awareness and career development. Although carefully prepared paper and pencil tests can be effective as a means of evaluation, it is the application of the processes (decision making, career planning and management) to the knowledge and skills to be learned in each area which is to be evaluated, not the knowledge alone. Evaluation should allow ALL students to demonstrate their competency by applying the process to their own lives.

COMPREHENSIVE GUIDANCE MODEL

The Maine Department of Education developed *A Comprehensive Guidance Model* for school counselors to use in developing guidance plans. The curriculum activities in MAINE GUIDE: BUILDING BLOCKS FOR THE FUTURE are organized using this model.

According to *A Comprehensive Guidance Model*, a guidance curriculum should include structured developmental experiences presented systematically through classroom and group activities. These experiences should include activities incorporating the following:

ORIENTATION of students and parents

To develop an awareness of the educational setting.

To develop an awareness of course options and alternatives within a school's curriculum.

To develop an awareness of expected behavior in the school setting.

TRANSITION

To facilitate a smooth transition between home and school, school and work, and school and further education.

To provide information/activities to facilitate transition between schools of the same educational level, schools of different educational level, schools and the work place, schools and post-secondary education.

SELF AWARENESS

To discover the uniqueness of the individual.

To develop relationships with others.

To be aware of issues of personal safety.

To develop an awareness of the basic groups in our society and the requirements and responsibilities of group membership.

To understand trauma, conflict resolution and negotiation skills.

To become proficient in goal setting.

CAREER AWARENESS AND LIFE PLANNING

To understand work and related concepts such as dignity, personal satisfaction, economic rewards, variety, interdependence and importance of occupations.

To develop an awareness of requirements and skills needed at different occupational levels.

To develop an awareness of basic occupational expectations, such as dependability, cooperation, following directions, quality of performance, use of abilities and interests, understanding job descriptions and rules, promptness, communication skills.

To develop an awareness of occupational clusters.

To understand the relationship of school subjects to future work.

LEARNING AND PLANNING SKILLS

To develop educational skills including study skills and test taking skills.

To develop social skills, including decision-making/problem solving, accepting responsibility for self, appropriate behaviors.

To develop career skills including career exploration and goal setting skills, awareness of community, business and government resources, and the process and resources for obtaining employment.

Source: Maine Department of Education.

NATIONAL CAREER DEVELOPMENT GUIDELINES

The MAINE GUIDE: A Developmental Framework for Life Choices has been developed to correspond with the career development competencies stated in the National Career Development Guidelines as well as the Maine Department of Education's Comprehensive Guidance Model. The MAINE GUIDE: BUILDING BLOCKS FOR THE FUTURE, while not addressing each national competency verbatim, covers the various skill areas presented in the national model.

The National Guidelines represent a major nationwide effort to foster career development at all levels of education. They are a competency-based approach to career development that serves as a blueprint for states, schools, colleges and universities, and human service agencies to plan quality career guidance and counseling programs.

ELEMENTARY

SELF-KNOWLEDGE

- Knowledge of the importance of self-concept.
- Skills to interact with others.
- Awareness of the importance of growth and change.

EDUCATIONAL AND OCCUPATIONAL EXPLORATION

- Awareness of the benefits of educational achievement.
- Awareness of the relationship between work and learning.
- Skills to understand, and use career information. Awareness of the importance of personal responsibility and good work habits.
- Awareness of how work relates to the needs and functions of society.

CAREER PLANNING

- Understanding how to make decisions.
- Awareness of the interrelationship of life roles.
- Awareness of different occupations and changing male/female roles.
- Awareness of the career planning process.

MIDDLE/JUNIOR HIGH

SELF-KNOWLEDGE

- Knowledge of the influence of a positive self-concept.
- Skills to interact with others.
- Knowledge of the importance of growth and change.

EDUCATIONAL AND OCCUPATIONAL EXPLORATION

- Knowledge of the benefits of educational achievement to career opportunities
- Understanding the relationship between work and learning.
- Skills to locate, understand, and use career information.
- Knowledge of skills necessary to seek and obtain jobs.
- Understanding how work relates to the needs and functions of the economy and society.

CAREER PLANNING

- Skills to make decisions.
- Knowledge of the interrelationship of life roles.
- Knowledge of different occupations and changing male/female roles.
- Understanding the process of career planning.

HIGH SCHOOL LEVEL

SELF-KNOWLEDGE

* Understanding the influence of a positive self-concept.
* Skills to interact positively with others.
* Understanding the impact of growth and development.

EDUCATIONAL AND OCCUPATIONAL EXPLORATION

* Understanding the relationship between educational achievement and career planning.
* Understanding the need for positive attitudes toward work and learning.
* Skills to locate, evaluate, and interpret career information.
* Skills to prepare to seek, obtain, maintain, and change jobs.
* Understanding how societal needs and functions influence the nature and structure of work.

CAREER PLANNING

* Skills to make decisions.
* Understanding the interrelationship of life roles.
* Understanding the continuous changes in male/female roles.

MAINE GUIDE

BUILDING BLOCKS FOR THE FUTURE

MAINE GUIDE COMPETENCIES

The MAINE GUIDE Steering Committee developed the following competencies to be addressed in BUILDING BLOCKS FOR THE FUTURE.

ELEMENTARY LEVEL

The individual:

- Understands the school environment and what is expected.
- Understands strengths, abilities, values, and how to learn most effectively.
- Understands how to assess learning needs and where to go to seek help.
- Understands the process of setting meaningful school and personal goals.
- Exhibits conflict resolution skills with peers and adults.
- Exhibits respect for individual freedoms and rights and the consequences of actions for self and others.
- Is able to communicate effectively with peers and adults in various home, school, and community settings.
- Exhibits a positive attitude toward self, family, and school.

- **Understands the concept of ongoing change in self, home, family, and school.**
- **Understands and respects differences among people's cultures, lifestyles, attitudes, and abilities.**
- **Has knowledge about different occupations, and changing female/male roles in the world of work.**
- **Understands how gender affects personal development and career choices.**
- **Becomes aware of personal interests and preferences and how this knowledge relates to personal, educational, and career choice.**
- **Understands what it means to work and how school work relates to future plans.**
- **Understands that people continue learning throughout their lifetimes.**

MIDDLE/JUNIOR HIGH

The individual:

- **Develops internal academic motivation.**
- **Exhibits good study skills.**
- **Understands his/her strengths and abilities, and how to use them to learn most effectively.**
- **Applies one of the many decision-making processes to solve personal or social problems and can explain alternative decisions that have been made to achieve a goal.**
- **Recognizes his/her value system in relation to work, leisure time activities, and future goals.**
- **Understands and develops peer relationships.**

- Exhibits positive attitudes toward school, family and friends.
- Accepts that change is a continuous process that will influence both the individual and the environment.
- Learns to cope with transition in school, home and community.
- Exhibits an understanding of the different types of vocational and educational preparation required for various occupations and career alternatives.
- Related personal interests to broad occupational areas.
- Understands and uses communication skills.
- Understands how gender affects personal development and career choices.
- Learns that sex-role stereotyping, bias, and discrimination limits choices, opportunity, achievement and aspirations.
- Is able to identify the relationship between personal needs and rewards linked to career opportunity.
- Demonstrates awareness that in- and out-of-school experiences can improve their capabilities in school and in their daily lives.
- Participates in activities that utilize career information related to personal interests, achievements, and aptitudes.
- Understands the school curriculum and the impact course selection has on future plans.
- Has developed a tentative individual educational/career plan.
- Understands the availability of financial aid for future school or training.

- Makes a commitment to an educational plan which will enable her/him to meet the entry requirements leading toward their individual goals.
- Understands the school environment and what is expected.
- Copes with change and plans for the future.
- Understands her/his own capabilities and those of others.
- Understands personal relationships and how to establish an independent identity.
- Takes responsibility for personal decisions.
- Understands and continues to develop decision-making skills.
- Understands the world of work and its expectations for employment.
- Is aware of the continuous changes of female/male roles and how this relates to career choices.
- Has developed the interpersonal skills necessary for harmony in the workplace.
- Is aware of up-to-date employment opportunities during and after high school.
- Has formed tentative career goals and strategies to reach them.
- Understands lifestyle preferences and relates them to occupational interests.
- Utilizes the services of counseling and placement when in transition from high school to training or further education.
- Demonstrates the use of occupational, labor market, educational, and training information.
- Understands how to access financial aid resources for further education.

Developed by the Maine Guide Steering Committee.

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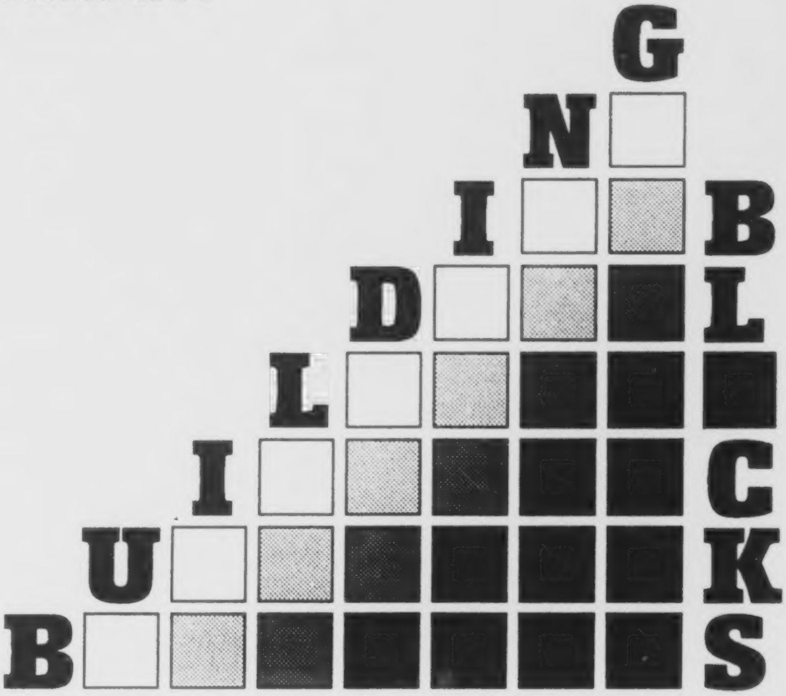
PRIMARY


BUILDING
BLOCKS

BUILDING BLOCKS FOR THE FUTURE

MAINE
GUIDE

A Developmental Framework for Life Choices

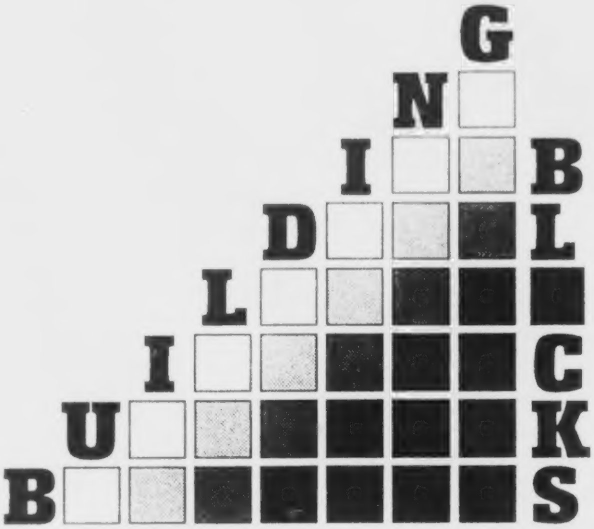
THE PRIMARY CHILD

The period from age five to age seven is considered to be a time of major transformation in children's lives. In fact, a myriad of physical and cognitive changes occur between these ages. Physically, children show a growth spurt, becoming taller and less pudgy and more like an adult. Along with the overall spurt in growth, a child's brain undergoes a spurt in growth and function-- a spurt that seems to correspond to the development of the new cognitive level of concrete operations. They are beginning to understand the concept of classification and to have increasing memory skills which allows them to use more operations. They are passing from the egocentricity of early childhood to the ability to take another person's perspective which allows for improved communication skills.

For kindergartners, the advent of formal schooling may mark the first time that several hours are spent outside the home away from the supervision and support of a parent. The adjustment to an unfamiliar environment where they must act as a group member requires preparation and sensitivity. Cognitively, the transition to the formal curriculum and instruction of the classroom marks a major change in society's expectations of the child. They are now expected to master the basic skills of reading, writing and arithmetic on which future academic skills will be built. They are learning to communicate through emphasis on language development. In addition to cognitive skills, they are beginning to learn social norms and roles.

Everything is absolute to the primary age child. They accept the authority of adults without question because they believe that social rules are absolute. It is the time of law and order when Mom may get chastised for going a mile over the speed limit or Dad might be called on the carpet for being in the express line of the supermarket with more than ten items. Primary age children are just beginning to understand the "rules of the game" and they demand rigid conformity.

The purpose of a guidance curriculum at this time is to facilitate the transition through the new environment and expectations. Assisting the students to become more aware of themselves, how they are alike and different, and building confidence in their abilities is paramount to academic achievement. Learning appropriate behavior for school and expectations of group membership are important tasks for the primary age child. At the same time they will become more aware of the roles of others and how they fit into a broader community.


BUILDING
BLOCKS

BUILDING BLOCKS FOR THE FUTURE

KINDERGARTEN

MAINE
GUIDE

A Developmental Framework for Life Choices

MAINE GUIDE

BUILDING BLOCKS FOR THE FUTURE

GRADE: Kindergarten

SKILL: Orientation

OBJECTIVE: To understand where to go for various needs at school and home.

OUTCOME: Students will be able to recognize and identify those who perform the tasks to meet their needs at home and school.

TIME: Two 40-minute sessions

RESOURCES:
1. Chart paper
2. Markers
3. Badges, hats, etc. that family members might wear
4. Safe tools that family members might use

SUGGESTED STRATEGIES: First session

1. Ask students what they need to live (e.g. food, clothes, shelter, love, air). Post these on the chart paper.

2. Ask students who takes care of these needs (e.g. Mom, Dad, grandparents, etc.). Write names on chart paper, going into more detail as to the jobs each family member does and why these jobs are important.

3. Have children role play a family member doing one of his/her jobs. Have students wear badges, hats, etc. and use a "safe tool" that person would use.

4. During the role playing, have students use appropriate language for the person they are modeling, i.e. "Johnny, you did a great job cleaning your room." "Jane, you did a great job weeding the garden."

EVALUATION: Teacher will observe students as they are participating in the role playing. She/he will make sure that students are using appropriate language, tool, etc.

SUGGESTED STRATEGIES: Second session

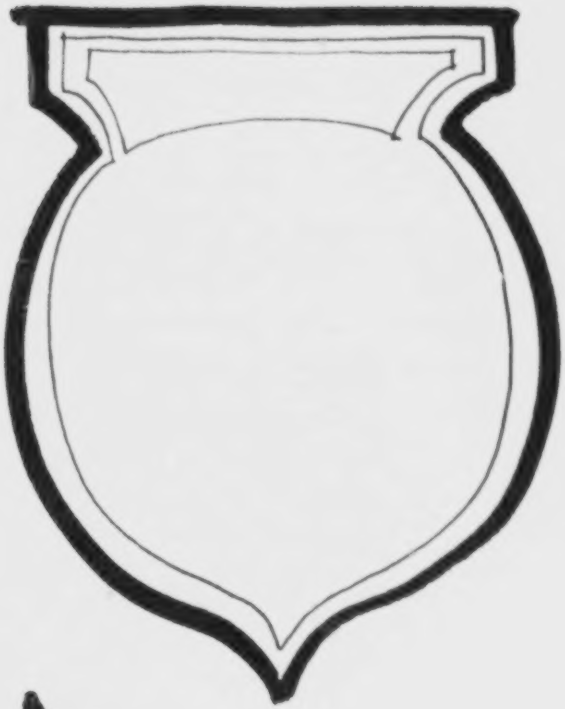
1. Ask students for names of people who do jobs around the school. Post the names on chart paper.
2. Have students tell what jobs these people do around school. Talk about how these jobs could be done by either boys or girls. Write these on chart paper.
3. Take a tour of the school. Have students observe these workers.
4. Ask why it is important that each of the workers do their jobs? Consider each worker separately.
5. Ask students what they can do to make sure the classroom jobs get done. Is it up to the teacher to make sure that everything is picked up?
6. Make a classroom helpers chart. Have students decide what jobs need to be on the chart. Be aware of stereotyping jobs by gender. Choose students to fill the jobs.

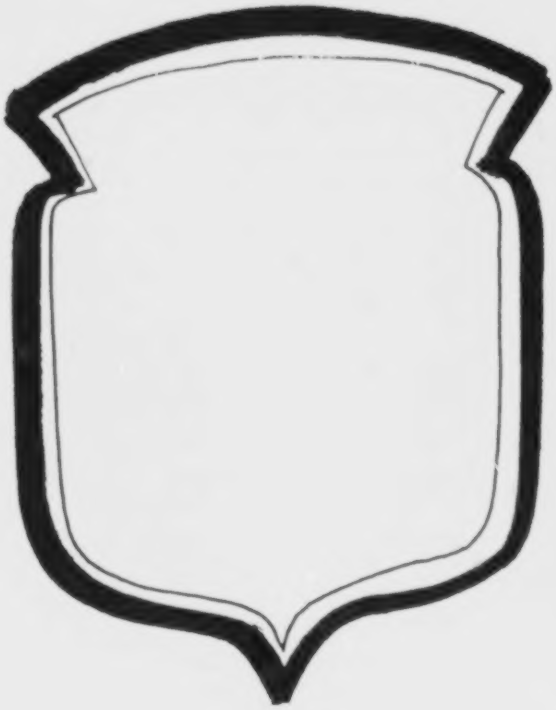
EVALUATION:

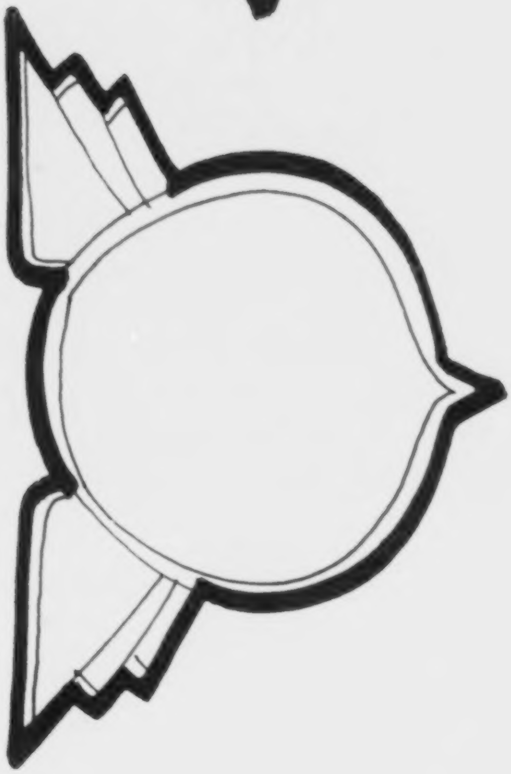
1. Have students draw a picture of one of the workers they observed on the tour of the school. The student will explain to the teacher why he/she selected that particular worker.

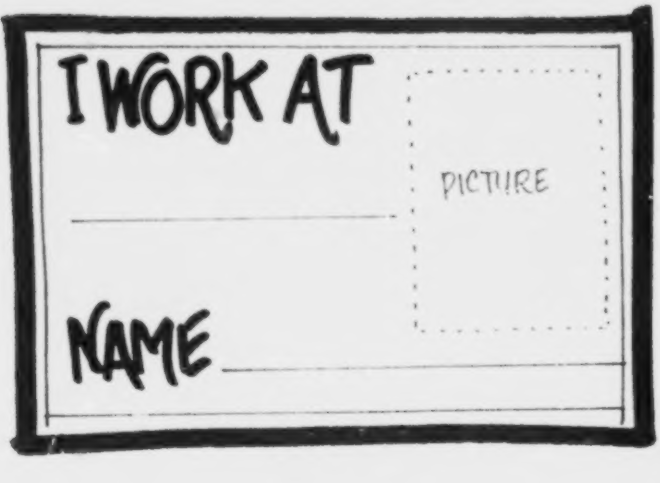
2. Have students evaluate their own job performance at the end of the week.

SAMPLE BADGES








I WORK AT
PICTURE
NAME

MAINE GUIDE

BUILDING BLOCKS FOR THE FUTURE

GRADE: Kindergarten

SKILL: Transition

OBJECTIVE: To recognize safety rules that are used both in school and at home.

OUTCOME: The students will be able to state safety rules that are used at home and at school.

TIME: 40 minutes

RESOURCES:
1. Chart paper
2. Markers
3. Booklet paper/pattern
4. " Super Safety" puppet

SUGGESTED STRATEGIES:

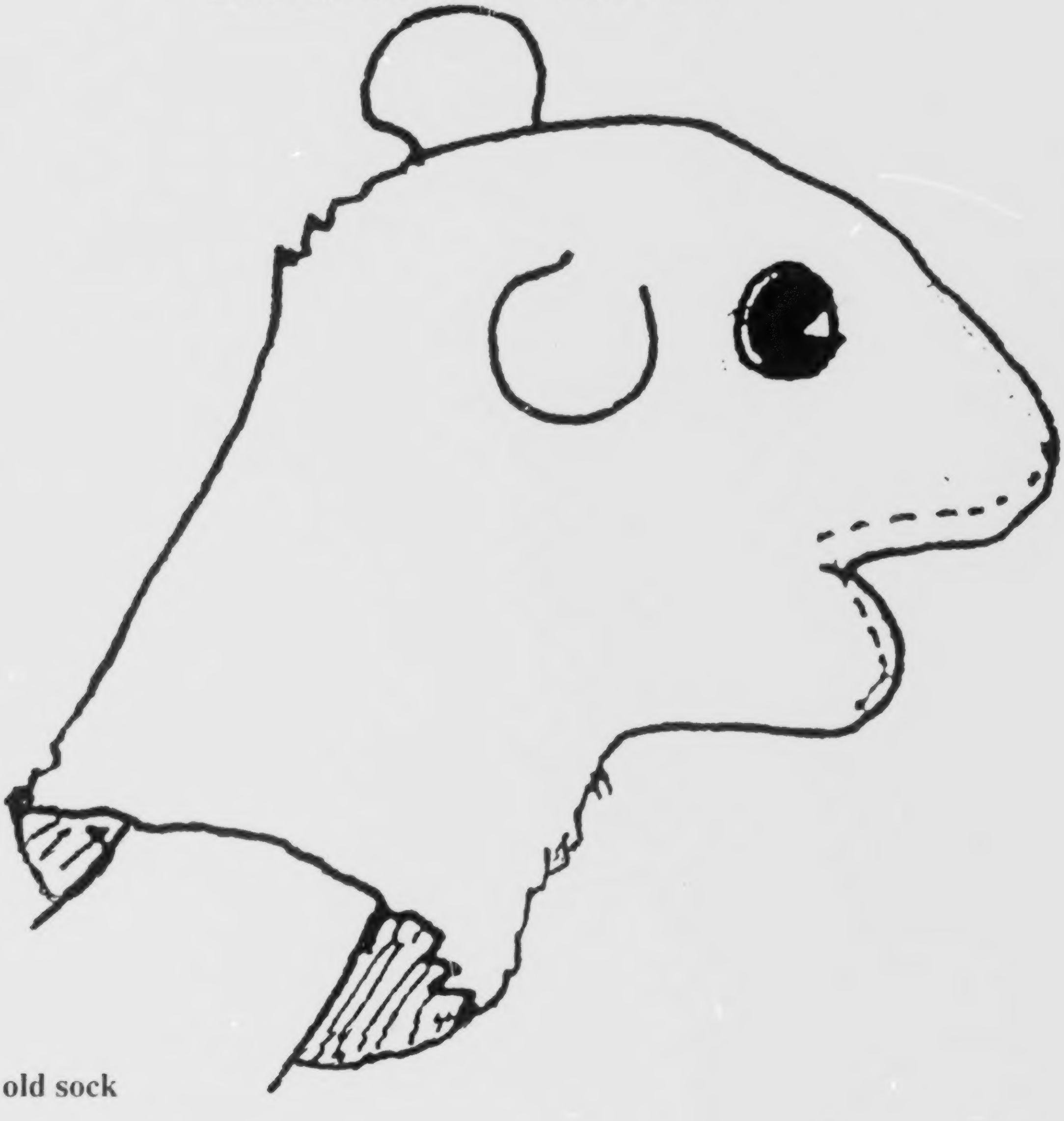
1. Brainstorm a list of the safety rules that are common to both home and school -- no running, pick up toys/tools from floor, etc.

2. Next, have students work together to create a "Safety at Home and School" booklet. Write a common rule with an illustration on each page.

3. Using a hand puppet, "Super Safety", have students explain why each safety rule is necessary.

EVALUATION:
1. Safety booklet.
2. Teacher will observe the interaction between students.

"SUPER SAFETY" PUPPET



1. One old sock

2. Stitch sides

3. Add eyes (buttons), ears (felt), hair (yarn), mouth (may be outlined with lipstick)

4. Place on hand

MAINE GUIDE

BUILDING BLOCKS FOR THE FUTURE

GRADE: Kindergarten

SKILL: Self-Awareness

OBJECTIVE: To better understand and accept self.

OUTCOME: The students will be able to recognize the jobs they do best. They will also be able to express their feelings.

TIME: Two 40-minute sessions

RESOURCES:
1. Roll of newsprint paper
2. Washable markers
3. Magazines
4. "All About Me " books - prepared by teacher

SUGGESTED STRATEGIES: First session

1. Make an individual chart which lists simple kindergarten skills: write my name, tie my shoes, wash my face, etc. Give stickers, stars, stamps, etc. for skills student can do. This can be an on-going activity.

2. Have students lie on newsprint paper. Trace an outline around them with a washable marker. Have them cut and paste on the body pictures from magazines showing jobs they like to do or would like to do.

3. Each student will tell the rest of the class one skill they have and one job they like to do.

EVALUATION: Products of students' activities: chart and collages.

SUGGESTED STRATEGIES: Second session

1. Have students make an "All About Me " book.

2. Have a page for each comment. The teacher will write the student's response on the bottom of the page. The student will draw a picture to go with it.

3. Sample of comments for book:

   a. This is what makes me happy...
   b. I am angry when...
   c. This is me helping...
   d. I wish I...
   e. My favorite place to go is...

4. Have the class share their books with each other

EVALUATION: "All About Me" book.

MAINE GUIDE

BUILDING BLOCKS FOR THE FUTURE

GRADE: Kindergarten

SKILL: Career Awareness and Life Planning

OBJECTIVE: To be able to follow directions.

OUTCOME: Students will be able to listen and follow oral and/or written directions.

TIME: 40-minutes

RESOURCES:
1. Simple direction worksheet(s), Tools for Workers
2. Rebus cards for treasure hunt
3. "Treasure" for end of hunt

SUGGESTED STRATEGIES:

1. Give students simple oral directions to follow: people wearing sneakers stand, people with brown hair hop, people wearing jeans clap hands, etc.

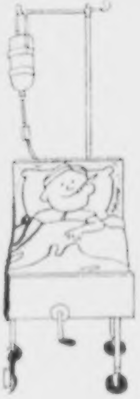
2. Create simple following direction worksheet(s) that students can do, such as TOOLS FOR WORKERS. Have students complete the worksheets.

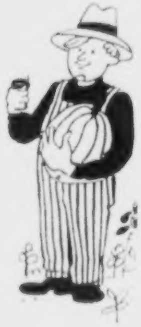
3. Divide class into groups. Have students go on a treasure hunt. Use rebus cards for directions. Have "treasure" at the end.

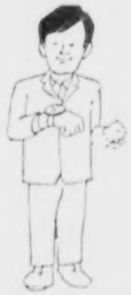
EVALUATION:
1. Teacher will observe students as they are doing the oral directions.
2. Results of the worksheet(s).
3. Success of treasure hunters.

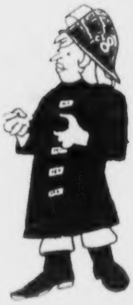
TOOLS FOR WORKERS

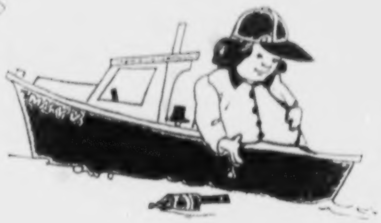
Draw a line from the TOOL to the WORKER who would use it.

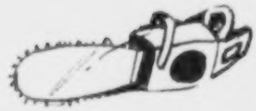


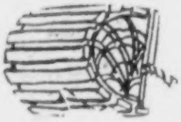


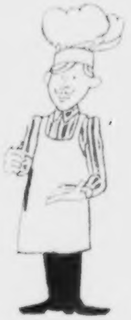


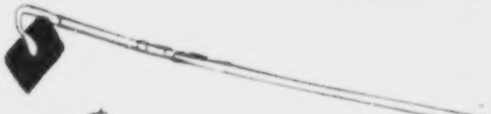


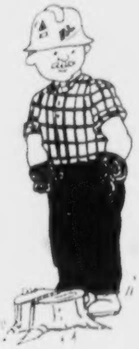


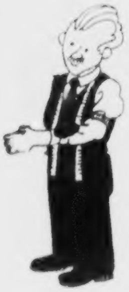


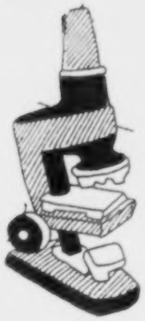


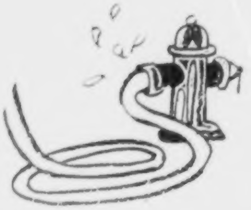


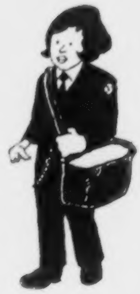


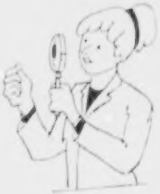


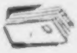


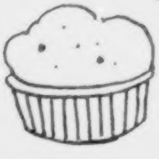




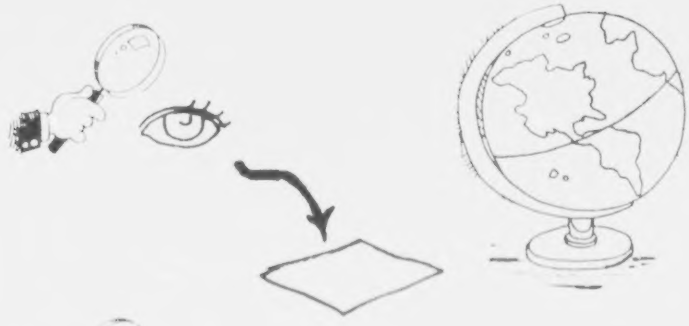






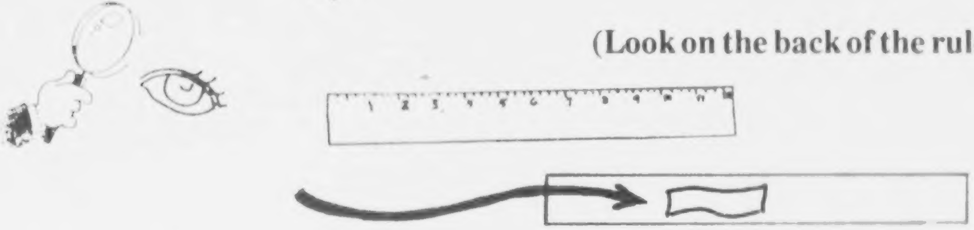


SUGGESTIONS FOR REBUS CARDS

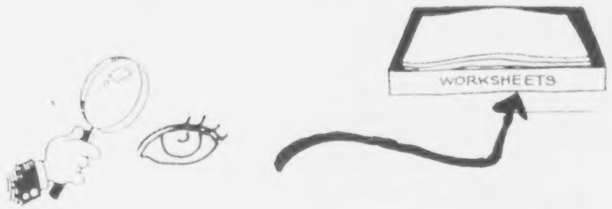


(Look next to globe.)

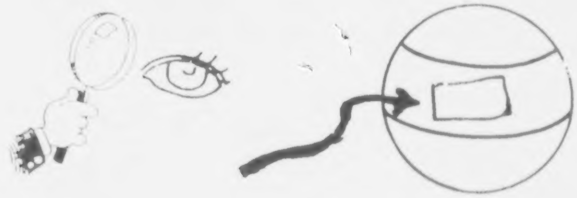
(Look on the back of the ruler.)



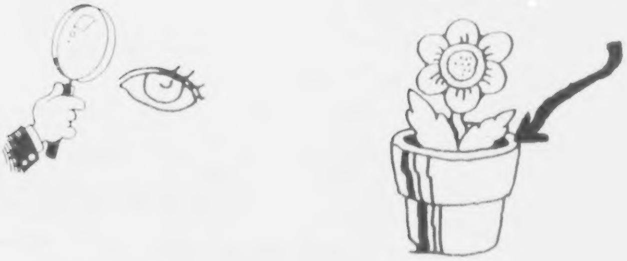
(Look under the box.)



(Look on the ball.)



(Look inside the plant pot.)



MAINE GUIDE

BUILDING BLOCKS FOR THE FUTURE

GRADE: Kindergarten

SKILL: Learning and Planning

OBJECTIVE: To understand that they (students) make decisions.

OUTCOME: Students will be able to recognize that their choices affect themselves and others.

TIME: 40 minutes

RESOURCES:
1. Chart paper
2. Markers
3. Slips of paper with situations on them
4. Older students or volunteers for scribes

SUGGESTED STRATEGIES:

1. Play a decision making game with students.
2. Divide the class into groups of three or four.
3. Give each group a "situation".

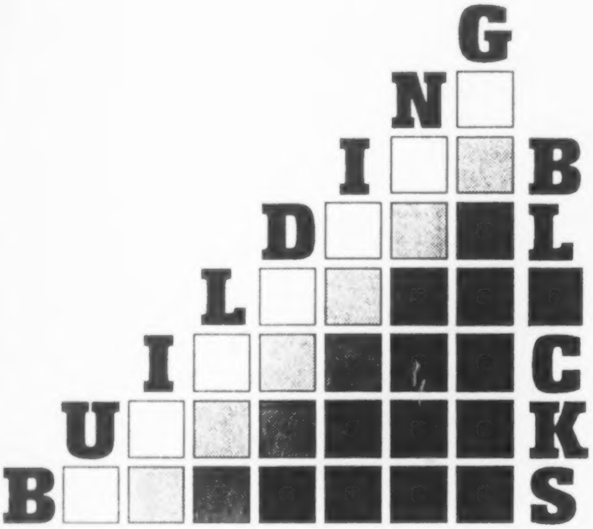
   Some suggested situations are:
   1. Which pet to buy?
   2. Which dessert to have after dinner?
   3. What to buy with a dollar?
   4. What to have for lunch?
   5. Which cartoon to watch?
   6. What game to play?
   7. Where to go on a vacation?

4. Have each group spend about one minute giving alternatives to their situations. You may want to use an older student or volunteer to be a scribe for the groups.

5. Have each member of the group select the best alternative.

6. Share the alternatives chosen and see if there can be a consensus of the group. Set a time limit for this activity.

EVALUATION: Teacher will observe the group interaction. Discuss with students the problems they had with reaching a consensus or selecting their own best alternative.



BUILDING BLOCKS

BUILDING BLOCKS FOR THE FUTURE

GRADE 1

MAINE
GUIDE

A Developmental Framework for Life Choices

MAINE GUIDE

BUILDING BLOCKS FOR THE FUTURE

GRADE: One

SKILL: Orientation

OBJECTIVE: To understand what roles school workers fill.

OUTCOME: Students will be able to identify the school workers and state at least one task each worker does.

TIME: Two 40-minute sessions

RESOURCES:
1. Chart paper
2. Markers
3. "Interview sheets"
4. Pre-arranged interview time with school workers

SUGGESTED STRATEGIES: First session

1. Have students name all of the workers in the school. List names on chart paper.

2. Next, have students select one job they would like to try or would like to find out more about. Have the students identify whether the job is traditional for their gender. You may want to have the students work together on the same job.

3. Tell students they are going to interview the worker who does the job they have selected. Explain to the students they need to report back to the class two facts they have found from their interview.

4. Develop an "interview sheet" with students. Have them brainstorm, as a class, questions they feel would be appropriate to ask their worker. Be sure that the students understand that both men and women may be employed in any given job.

SUGGESTED STRATEGIES: Second session

1. Arrange with school workers appropriate times for students to interview them.

2. Have students draw a picture of their worker. Write one fact from the interview on the drawing.

EVALUATION: 1. Reports of interviews
2. Display pictures.

MAINE GUIDE

BUILDING BLOCKS FOR THE FUTURE

GRADE: One

SKILL: Transition

OBJECTIVE: To recognize that telling time is necessary to learn for both school and home.

OUTCOME: The student will be able to show when he/she does many common activities: getting up, catching the bus, eating lunch, leaving school, eating dinner, going to bed.

TIME: Two 40-minute sessions

RESOURCES:
1. Personal clocks
2. Teacher-made worksheets, if desired, for telling time: half-hour and hour.
3. Students' own blank book. They are going to make their own book titled, "My Time To:".

SUGGESTED STRATEGIES: First session

1. Give each student a clock to use.
2. Review the hour and minute hands.

    a. Practice telling time on the hour, using personal clocks, several times.
    b. Practice telling time on the half-hour, using personal clocks, several times.

EVALUATION:
1. Teacher observes how accurately students are able to work with the clocks.
2. Results of the worksheet.

SUGGESTED STRATEGIES: Second session

1. Have students make a book called: " My Time To:".
2. Suggested pages for the book:
    1. Get up
    2. Catch the bus
    3. Eat lunch
    4. Leave school
    5. Eat dinner
    6. Go to bed
3. Have students illustrate each page.

EVALUATION: Student book, "My Time To:" .

MAINE GUIDE

BUILDING BLOCKS FOR THE FUTURE

GRADE: One

SKILL: Self Awareness

OBJECTIVE: To understand the importance of their contribution to a group.

OUTCOME: The student will be able to recognize that, without their "piece", a picture would be incomplete.

TIME: Two 40-minute sessions

RESOURCES:
1. Oak tag - one piece per child
2. Crayons/markers
3. Scissors
4. Envelopes

SUGGESTED STRATEGIES: First session

1. Have each student draw a picture on oak tag, making sure all of the page is colored.
2. Form small groups of four or five students.
3. If there are four students in a group, have students cut their picture into a four piece jig-saw puzzle. If there are five, make a five piece jig-saw puzzle, etc.
4. Put each puzzle in a separate envelope.

SUGGESTED STRATEGIES: Second session

1. Have students get into their groups.
2. Pass out the puzzle envelopes to each student.

a. Have one student in each group keep one piece of his/her puzzle in the envelope, and pass out the rest of the pieces to those in his/her group.

b. Have students try to put the puzzles together, even though there is a piece missing.

c. Ask students why they couldn't complete the puzzle.

d. Continue this until each student's puzzle has been completed.

EVALUATION: Teacher will observe the interaction of the groups and can facilitate a discussion of this lesson with the students, asking questions such as: How did it feel knowing your piece could finish the puzzle?

MAINE GUIDE

BUILDING BLOCKS FOR THE FUTURE

GRADE: One

SKILL: Career Awareness and Life Planning

OBJECTIVE: To be aware of what parents/significant adults do for work.

OUTCOME: Students will be able to describe what at least one parent/significant adult does for a job.

TIME: Two or more 40-minute sessions

RESOURCES:

1. Interview sheets/Information sheets
2. Drawing paper
3. 3-hole punch
4. Front and back pages for "Job Directory"
5. Rings to hold class "Job Directory" together

SUGGESTED STRATEGIES:

1. Explain to students that they are going to make a classroom "Job Directory."

   a. They will interview their parents/significant adults to find out what they do for a job.

   b. They will come back and fill out an information sheet. These sheets will be put together for a classroom "Job Directory Book."

2. Brainstorm possible interview questions, including questions about gender roles. Write them on the board. Make an interview sheet.

3. Have students conduct interviews.

4. Using the questions from the interview sheets, have students create and fill out information sheets.

5. Combine the information sheets into the classroom "Job Directory."

6. Have students draw and color a picture of parent/significant adult doing their job for the directory.

7. The class may want to have a "mini-career fair." Invite parents/significant adults to come in and talk about their jobs. Have them bring in tools of their trade.

EVALUATION: Interview Sheets
Class "Job Directory"

MAINE GUIDE

BUILDING BLOCKS FOR THE FUTURE

GRADE: One

SKILL: Learning and Planning

OBJECTIVE: To be aware that it is necessary to read, write, and do math when working.

OUTCOME: Students will be able to understand the importance of reading, writing, and math skills in order to do work.

TIME: 40-minutes

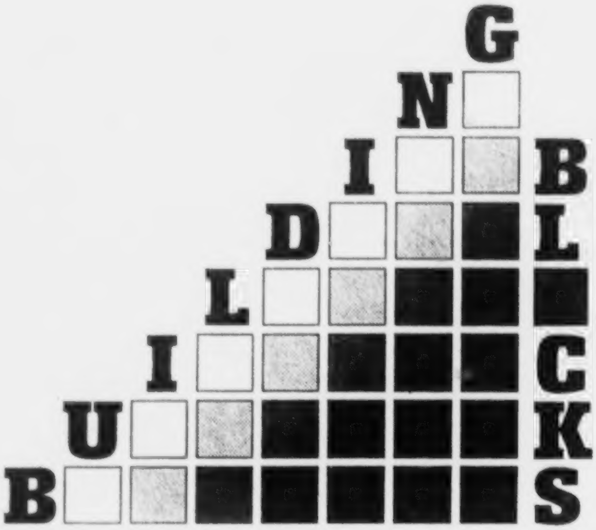
RESOURCES:
1. Simple recipe
2. Ingredients for the simple recipe
3. Recipe written on chart paper
4. Teacher-made recipe cards

SUGGESTED STRATEGIES:

1. Read the simple recipe to the students and explain to them what they are going to do. Have recipe written on chart paper.
2. Have students work together as a group and follow the recipe. Students should be reading the recipe and measuring ingredients.
3. Have students copy the recipe on to recipe cards.

EVALUATION:
1. End "product" from following the recipe.
2. Discuss how reading, math, and writing skills were used.
3. Recipe copied by students.

BUILDING BLOCKS



BUILDING BLOCKS FOR THE FUTURE

GRADE 2

MAINE
GUIDE

A Developmental Framework for Life Choices

MAINE GUIDE

BUILDING BLOCKS FOR THE FUTURE

GRADE: Two

SKILL: Orientation

OBJECTIVE: To allow the student to feel comfortable in their new classroom at the beginning of school.

OUTCOME: Students will feel comfortable in their new classroom and with their fellow students.

TIME: 40 minutes

RESOURCES: Teacher-made interview sheets

SUGGESTED STRATEGIES:

1. Supply the students with an interview sheet with the following questions:

    a. What is your name?
    b. How old are you?
    c. When is your birthday?
    d. Where do you live?
    e. How many brothers and sisters do you have?
    f. What job do you think you would want to do when you are older?
    g. What are your hobbies?
    h. What kind of pets do you have?

2. Pair the students and have them ask each other the questions, writing down the answers.

3. After the interviews are completed, compile the information on all the students into a class booklet for each student to take home.

4. Ask the students to look around the room for the following items. The students may want to add items to the list.

   a. numbers of windows, chairs, desks, and doors
   b. something broken, new, high, old, tiny, strange
   c. something that makes you happy, wonder, laugh, uncomfortable

5. Record the observations and post on newsprint.

EVALUATION: After the students have completed both activities, bring them together for a discussion of what they have learned about each other and about their classroom.

MAINE GUIDE

BUILDING BLOCKS FOR THE FUTURE

GRADE: Two

SKILL: Transition

OBJECTIVE: To articulate the skills necessary to do specific jobs.

OUTCOME: Students will be able to explain to peers the skills necessary for a job of their choice.

TIME: Two 40-minute sessions

RESOURCES:

1. Chart paper
2. Markers
3. Resources about careers which students may use
4. Drawing paper
5. Form for job research
6. Rings for booklet
7. Paper for cover of booklet

SUGGESTED STRATEGIES: First session

1. Brainstorm a list of careers. Discuss that all jobs can be done by men and women, boys and girls.

2. Explain to students that they are to find out what a person needs to know or to learn in order to do a specific job. Have students select a job of their choice.

3. Have students brainstorm the kinds of information they want to know about a job. Put this information together into a job research form.

4. Have students research a job--gathering information from someone who already does the job they selected, or from available materials.

SUGGESTED STRATEGIES: Second session

1. Put job skill information together to make a skill information booklet.
2. Have students draw a picture of worker doing their job.

EVALUATION: Class skill information booklet.

MAINE GUIDE

BUILDING BLOCKS FOR THE FUTURE

GRADE:	Two
SKILL:	Self Awareness
OBJECTIVE:	To learn why and how they like and believe in themselves.
OUTCOME:	Students will identify ways in which they are unique.
TIME:	40 minutes
RESOURCES:	1. Drawing paper--enough for each child to make a booklet 2. Ink pads 3. One large piece of drawing paper per student 4. Brass fasteners for I AM UNIQUE booklets

SUGGESTED STRATEGIES:

1. Have all students put their right thumb print on the large drawing paper.

   a. Discuss the thumb prints with the students. Is there something special about the thumb prints? Try to elicit from students the point that everyone's fingerprints are different.

   b. How may thumb prints, because of their uniqueness, be used?

2. Have students put several thumb prints all over their drawing paper. Next, have them make pictures from these thumb prints.

3. Have students make two thumb prints of the same thumb on two small pieces of paper. Have them place one of the prints into a box. Mix up the prints. Using the thumb print they have saved, find their print in the box.

4. Have students make an "I Am Unique" booklet. Suggestions for booklet pages:

a. Name, color hair, color eyes, thumb print.
b. This is me. Now, describe yourself.
(May write or draw any of the following:)
c. These are things I need.
d. These are things I want.
e. I like to do...
f. I want to learn to do...
g. I do this very well.
h. This is me earning a living.

EVALUATION:
1. I Am Unique Booklets.
2. Display thumb print pictures.
3. Students may want to read their "booklets" to younger students/peers.

MAINE GUIDE

BUILDING BLOCKS FOR THE FUTURE

GRADE: Two

SKILL: Career Awareness and Life Planning

OBJECTIVE: To introduce different occupations and sex-equity issues.

OUTCOME: Students will be able to name several occupations. They will also state that the jobs discussed may be done by either males or females.

TIME: Two 40-minute sessions

RESOURCES:
1. Drawing paper
2. Chart paper
3. Markers/crayons
4. Rings to hold book together

SUGGESTED STRATEGIES: First session

1. Explain to students they are going to make a "Career Alphabet Book".

2. Brainstorm jobs for the letters of the alphabet. Try to name at least two jobs for each letter.

3. Go back through the list and discuss the jobs named, highlighting what a person does in that particular job. Ask the question: who does this job: a man or a woman? Why? Does it really matter?

SUGGESTED STRATEGIES: Second session

1. Depending on class size, have students select one or two letters of the alphabet. Have students illustrate one job for each letter they've selected. Is the job non-traditional and for which gender? Why did they pick that job?

2. Put the class "Career Alphabet Book"together.

EVALUATION: 1. "Career Alphabet Book."
2. Notice gender of workers illustrated by students. Review importance or lack of importance of having males/females doing certain jobs. Are there any jobs that must be done by males/females?

MAINE GUIDE

BUILDING BLOCKS FOR THE FUTURE

GRADE: Two

SKILL: Learning and Planning

OBJECTIVE: Students will actively take part in a decision-making process.

OUTCOME: As a class, students will make a list of the steps they took to arrive at a decision.

TIME: 40 minutes

RESOURCES:
1. Strips of paper
2. Markers
3. Paper for scribes
4. Pencils for scribes

SUGGESTED STRATEGIES:

1. Write several "situations" on separate strips of paper:

   a. Everyone has a clean desk.
   b. All students in class know the months of the year.
   c. Everyone in class can count by two's to one hundred fifty.

2. Divide class into groups of four.

3. Explain to students that each group will be given a strip of paper. They need to decide as a group on the best reward for their particular situation. Everyone in each group must participate.

4. Give each group a situation. Have a group scribe. This person may be group elected, volunteer, or may be teacher-appointed.

5. Have students solve their problem. Give them a particular time limit, such as ten minutes.

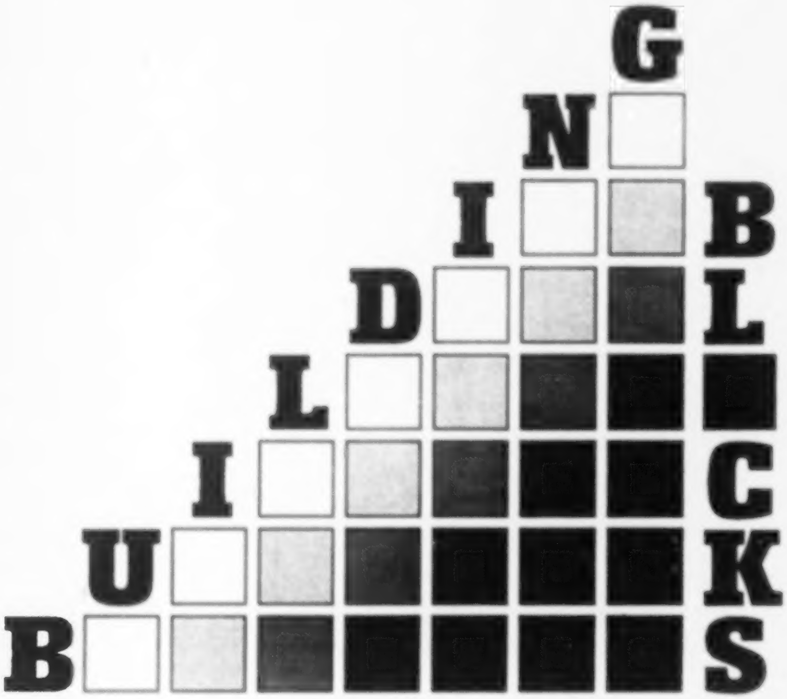
6. Come back together as a class. Have each scribe report the group's situation and reward. Ask the students if gender affected their decision or the decision making process.

7. Brainstorm the decision making process they went through:

   a. brainstorm all possible choices
   b. list choices
   c. select basis for choosing the best choice
   d. go through list and rate the choices, taking into consideration any possible consequences.
   e. prioritize list of choices
   f. choose best choice
   g. do it

EVALUATION: Class-developed decision-making model.

ELEMENTARY


BUILDING
BLOCKS

BUILDING BLOCKS FOR THE FUTURE

MAINE
GUIDE

A Developmental Framework for Life Choices

THE ELEMENTARY LEARNER

The primary goal of a guidance curriculum at the elementary level is to assist children in mastering the tasks which are essential for a productive and rewarding way of life. Elementary students understand at a concrete level. They are developing self identity and a sense of self worth and confidence. It is important to remember that the formation of their self perception is often reflective of role models, stereotyped images and the expectations of the significant adults in their lives--parents, teachers, guidance counselors, and others.

These students are learning to relate to peers and adults, in addition to family members. They are beginning to understand that different sets of behavior are appropriate in different settings. They are less rigid in conforming and more tolerant of deviations. Their intellectual development allows them to see others' perspectives and viewpoints.

At the personal level, elementary students are developing a self awareness that will affect how they function in the school community and how they will interact with others. Responsibility for themselves and their possessions is becoming more intrinsically motivated and less extrinsically enforced. They need to learn the social skills of cooperation, communication, and appropriate behavior. They are beginning to be aware of their physical and emotional development.

At the educational level, they are mastering the basic skills on which all of their future learning will be based. They are becoming aware of the inter-relatedness of personal responsibility, good work habits and the rewards of achievement.

The world of work is becoming more meaningful as they discover the various occupations in their ever expanding community. They are at the awareness stage of career choices that may be available and are beginning to understand how career choice is related to the personal characteristics of the individual.

BUILDING BLOCKS

BUILDING BLOCKS FOR THE FUTURE

GRADE 3

MAINE GUIDE

A Developmental Framework for Life Choices

MAINE GUIDE

BUILDING BLOCKS FOR THE FUTURE

GRADE: Three

SKILL: Orientation

OBJECTIVE: To identify school workers and their responsibilities.

OUTCOME: Each student will research one school worker, of their choice, and "publish" a booklet about that worker.

TIME: Two 40-minute sessions

RESOURCES:
1. Research material for students or pre-arranged library time
2. Chart paper
3. Markers
4. Paper for "occupation booklets"

SUGGESTED STRATEGIES:

1. Brainstorm a list of school workers. Discuss whether these jobs could be done by men or women. Does it matter? Why or why not? List the workers on chart paper.

2. Tell students they are going to learn about one particular school related occupation. They will interview the worker who does that job.

3. Have each student select a school worker and ask them the following:

    a. What level of education/training is needed?
    b. Are both males and females doing this job?
    c. What tools are used on the job?
    d. Does the person work more with data, people, or things?
    e. What are the benefits of the job?
    f. Does the worker like or dislike the job? Why?

4. Make a job web for each worker. Include four or more tasks each worker does.

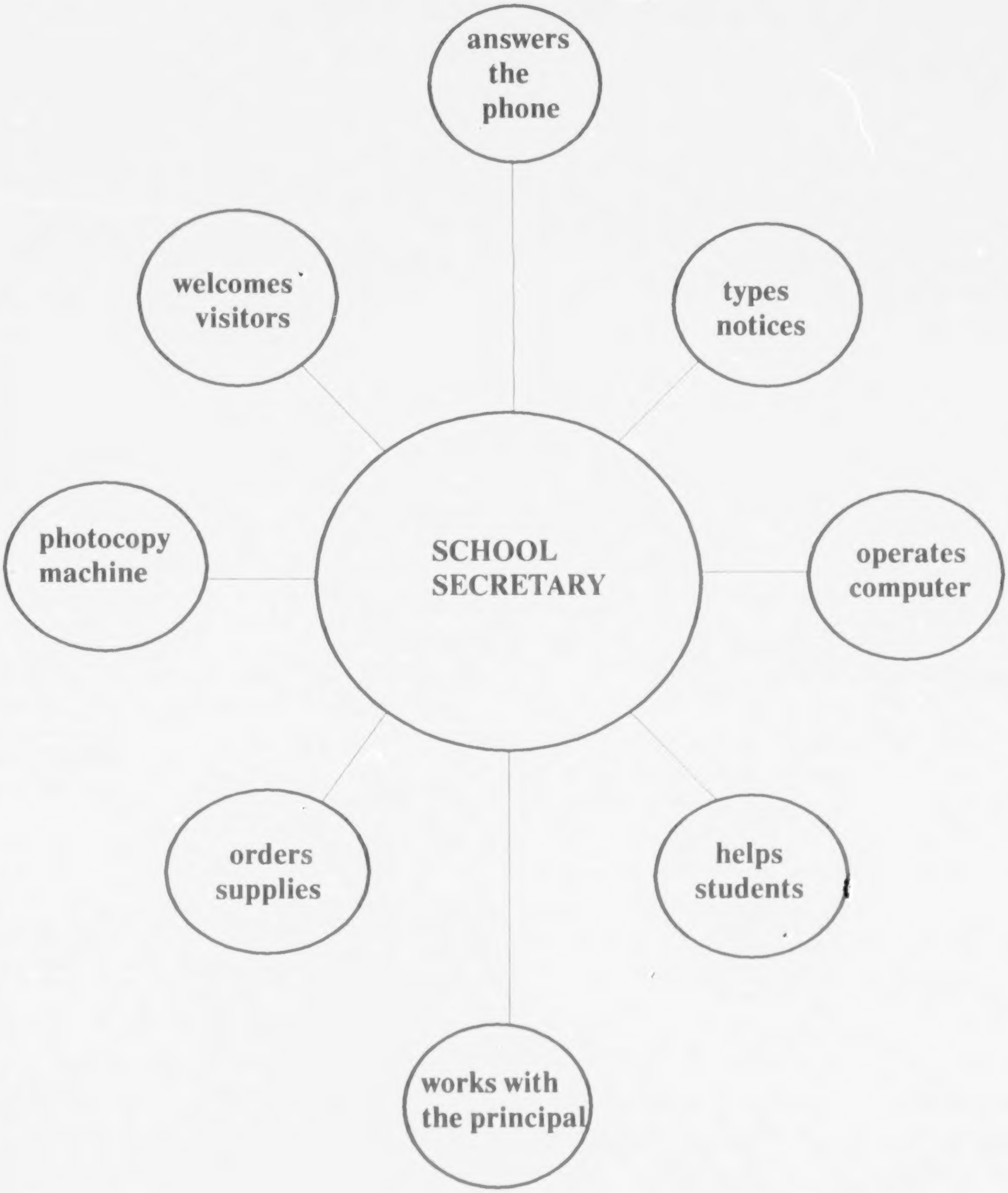
5. Have each student put the information about their occupation together in a booklet. The booklet should contain the following information:

- a. All information for #3.
- b. A help wanted ad for the job.
- c. A drawing of person doing the job with some tools needed to do job.
- d. A job web.

6. Place booklets in the school library.

EVALUATION: Occupational booklets made by each students.
Individuals make oral reports on their findings.

JOB WEB


answers the phone
welcomes visitors
types notices
photocopy machine
SCHOOL SECRETARY
operates computer
orders supplies
helps students
works with the principal

MAINE GUIDE

BUILDING BLOCKS FOR THE FUTURE

GRADE: Three

SKILL: Transition

OBJECTIVE: To become aware of the relationship between jobs and hobbies.

OUTCOME: Students will be able to state how a job can become a leisure activity.

TIME: Three 40-minute sessions

RESOURCES:

1. Chart paper
2. Crayons/markers
3. Arrange library time for research or make research books available
4. Arrange for volunteers to come in who are "experts" in various crafts
5. Materials for various craft projects

SUGGESTED STRATEGIES: First session

1. Discuss what leisure time is.

2. Have students brainstorm hobbies/crafts: gardening, herb gardening, sewing, candle making, calligraphy.

3. Go back over the list of hobbies/crafts. Find all of the activities that are now leisure ones, but in the past were an integral part of every day life. Discuss with students how this change may have evolved. Go through all of the activities.

SUGGESTED STRATEGIES: Second session

1. Have students select one activity they would like to research.

2. Have students research the activity they selected. They should find out what part it played in peoples' lives in the past. Was the activity traditionally done by males or females or both?

SUGGESTED STRATEGIES: Third session

1. Find community members, teachers, etc. to come in and demonstrate chosen activities. Include male and female demonstrators.

2. Have students try the activity they selected.

EVALUATION:
1. Have students explain what part their leisure activity played in an earlier era.
2. Display projects from the selected leisure activities.

MAINE GUIDE

BUILDING BLOCKS FOR THE FUTURE

GRADE: Three

SKILL: Self-Awareness

OBJECTIVE: To identify personal values.

OUTCOME: Students will be able to articulate what they value in their own lives.

TIME: Two 40-minute sessions

RESOURCES:
1. Paper for booklets (may want to prepare before class)
2. Crayons/markers

SUGGESTED STRATEGIES: First session

1. Tell students they are going to make a booklet called "I Value..."
2. Suggestions for pages in booklet:

    a. Things I like about myself.
    b. The most important people in my life.
    c. I like to do these things.
    d. I like to eat these things.
    e. These things make me happy.
    f. These things make me sad.
    g. What I like most about my friends.

SUGGESTED STRATEGIES: **Second session**

Finish "I Value" booklets.

EVALUATION:
1. **"I Value" booklets**
2. **Have students share their "I Value" booklets with each other, if they feel comfortable doing so.**
3. **Have students take their booklets home and discuss with parents.**

MAINE GUIDE

BUILDING BLOCKS FOR THE FUTURE

GRADE:	Three
SKILL:	Career Awareness and Life Planning
OBJECTIVE:	To match occupations with services.
OUTCOME:	Students will create their own career concentration game. They will write/draw a career on one card and match it with the service it provides, which is written on another card.
TIME:	Two 40-minute sessions
RESOURCES:	1. Oak tag cut into three by four inches, enough for each student to have at least twenty cards each. 2. Crayons/markers 3. One envelope for each student to store game cards.

SUGGESTED STRATEGIES: First session

1. Discuss with students what "Service Occupations" are. (e.g. doctor, firefighter, funeral director, police officer, banker, etc.)

2. Have students brainstorm service occupations. Do males, females or both provide service? Does it make a difference? Why or why not?

3. Have students select at least ten service occupations.

4. Begin writing/drawing selected occupations on half of the cards given (should have a total of at least twenty cards). Then, write one service each occupation provides on the remaining cards.

SUGGESTED STRATEGIES: Second session

1. Finish with concentration cards.
2. Play concentration game with self.
3. Swap games with a friend or play with a friend.

EVALUATION:
1. Discuss choice of service jobs students selected.
2. Concentration games made by students.

MAINE GUIDE

BUILDING BLOCKS FOR THE FUTURE

GRADE:	Three
SKILL:	Learning and Planning
OBJECTIVE:	To identify community workers who use fine arts (art, music, dance) in their jobs.
OUTCOME:	The students will produce a video, using puppets, to demonstrate ways in which the fine arts are used in various community occupations.
TIME:	Four 40-minute sessions
RESOURCES:	1. Socks for puppets 2. Thread, needles, yarn, cloth (whatever else one would like to use in making sock puppets). 3. Chart paper 4. Magic markers

SUGGESTED STRATEGIES: First session

1. Together as a class, brainstorm jobs which are available in the community. Have the students identify which jobs are non-traditional for women and which are non-traditional for men.

2. Discuss what is meant by the term "fine arts".

3. Have the class select a community job. Next, have the students brainstorm all of the fine arts this worker uses.

4. Have each student select a community occupation.

5. Make a list of the fine arts utilized by their worker.

SUGGESTED STRATEGIES: Second session

Write a commercial script. The commercial's script should include: ways in which their worker uses at least two of the fine arts on their job. Remind them to think of commercials on TV that they like. Why do they like them? They might want to follow same format as the commercials they enjoy.

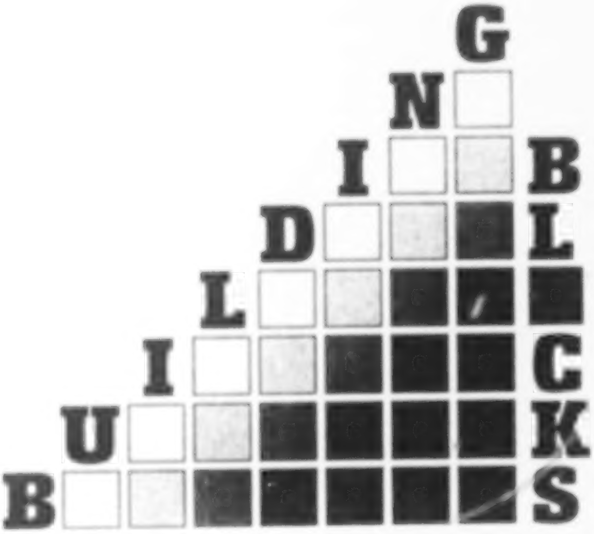
SUGGESTED STRATEGIES: Third session

1. Make sock puppets for their commercials.
2. Practice doing their commercials with puppets.

SUGGESTED STRATEGIES: Fourth session

Make the commercial.

EVALUATION: Student commercial video.


BUILDING
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BUILDING BLOCKS FOR THE FUTURE

GRADE 4

MAINE GUIDE

A Developmental Framework for Life Choices

MAINE GUIDE

BUILDING BLOCKS FOR THE FUTURE

GRADE: Four

SKILL: Orientation

OBJECTIVE: To understand anger and how to determine alternative methods of expressing the emotion.

OUTCOME: Students will exhibit alternative methods of expressing anger.

TIME: Two 40-minute sessions

RESOURCES: Student journals

SUGGESTED STRATEGIES:

1. Discuss how our emotions can cause our lives to be unhappy, can make it difficult to make and keep friends or to achieve a goal.

2. Have each student keep a log for a week, writing down the times she or he became angry and why. The logs may be confidential if the students wish.

3. At the end of the week, have a discussion that includes an explanation of why certain events angered them, alternative reactions they could have chosen, and what they want to do if the situation occurs again. Do boys and girsl express anger differently? How about men and women?

4. After alternative methods of expressing or reacting to anger have been discussed, have the students keep a log for another week.

EVALUATION: Students will make a list of alternative ways to express anger. Observe the students' reactions to anger and students ability to present alternative ways to express anger in the classroom in future situations.

MAINE GUIDE

BUILDING BLOCKS FOR THE FUTURE

GRADE: Four

SKILL: Transition

OBJECTIVE: To articulate the correlation between work and leisure activities.

OUTCOME: Students will chart out a whole week's activities. They will discuss why a particular leisure activity was selected and how it is related to school. They will also compute the percentage of time that is spent on: school work, sleep, and leisure.

TIME: Two 40-minute sessions

RESOURCES: My Time chart

SUGGESTED STRATEGIES: First session

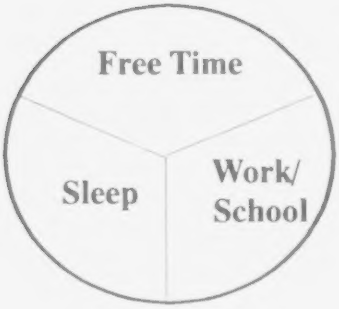
1. Explain to students they are going to chart a week of their activities.
2. Discuss the meaning of leisure. Does leisure mean different things to men and to women?
3. Have students select one of their leisure activities.
4. Have them write a persuasive letter to you, their teacher, or to the principal. The letter should tell why their leisure activity should be a part of the school's activities. They should state how the leisure activity is directly related to their work at school.
5. Review and explain MY TIME chart.
6. Have students chart their week's activities.

SUGGESTED STRATEGIES: Second session

1. At the end of the week, have students compute percentage of time spent on school work, sleep, and leisure time.
2. Post and discuss results, based on information from their charts.

EVALUATION:
1. Students' persuasive letters (may want to have volunteers read theirs to the class).
2. Discuss together in class the leisure activity selected and how it relates to school and work.

Source: Florida Career Education Curriculum, Orange Co. Florida.



MY TIME

Most people's activities are divided like this pie graph. Pretend that you have the choice to do anything you wish during your free time on a weekday. Fill in the time chart and describe the activities that you would choose to do. Then do a chart for your weekend time.

WEEKDAY

TIME OF DAY	ACTIVITY
	Wake up, get ready for school, eat breakfast Ride/walk to school
	School
	Ride/walk home
3:30-4:30	
4:30-5:30	
5:30-6:30	
6:30-7:30	
7:30-8:30	
8:30-	
	Sleep Time

WEEKEND

TIME OF DAY	ACTIVITY
7:30	
9:30	
11:30	
1:30	
3:30	
5:30	
6:30	
7:30	
8:30	
9:30	
	Sleep Time

MAINE GUIDE

BUILDING BLOCKS FOR THE FUTURE

GRADE: Four

SKILL: Self-Awareness

OBJECTIVE: To discover personal strengths.

OUTCOME: Students will do a self-assessment of their interests, aptitudes, and abilities, identify one strength, and share it with the class.

TIME: 40 minutes

RESOURCES: Self Assessment worksheets

SUGGESTED STRATEGIES:

1. Discuss interests and abilities. How do interests and abilities relate to gender?
2. Ask why self assessment is important. Does it have any value?
3. Have students complete the worksheet. Have them go over the results privately and then, if comfortable, have them share the information with a friend.
4. Have students select one strength and share it with the class.
5. Suggest to students that they take this worksheet home and share it with their parents.

EVALUATION: Discuss the worksheet with the students. How did they feel about answering the questions? Did they answer the questions honestly?

Source: Florida Career Education Curriculum, Orange County, Florida.

SELF ASSESSMENT

People are all different. We aren't all good at everything. Read these statements and decide which describe you.

	TRUE, JUST LIKE ME	A LITTLE LIKE ME	NOT AT ALL LIKE ME
1. I get along well with boys.			
2. I like to listen to all kinds of music.			
3. I get along with my teachers.			
4. My school work gets done on time.			
5. I usually have a lot of fun in my life.			
6. I'm the leader in my group of friends.			
7. Science projects are fun for me.			
8. Looking neat and clean is important to me.			
9. I usually remember what I've learned.			
10. Helping other people pleases me.			
11. I get along well with girls.			
12. I quite often have new or original ideas.			
13. Art work is fun for me.			
14. Talking with teachers doesn't bother me.			
15. Controlling my temper is not hard.			
16. I enjoy doing math problems.			

	TRUE, JUST LIKE ME	A LITTLE LIKE ME	NOT AT ALL LIKE ME
17. I like to use tools and work with my hands.			
18. I'm not too fat or too thin.			
19. Being courteous and polite is not hard for me.			
20. Playing a musical instrument is fun for me.			
21. I enjoy playing games in P.E.			
22. Taking orders from adults doesn't bother me.			
23. I would like to learn a foreign language.			
24. I have lots of pep and energy.			
25. Reading is fun for me.			
26. Social Studies topics usually interest me.			
27. I'm not too tall or too short.			
28. I usually study hard on my own.			
29. Writing stories and papers is enjoyable for me.			
30. I like to make other people happy.			

Source: Florida Career Education Curriculum, Orange County, Florida

MAINE GUIDE

BUILDING BLOCKS FOR THE FUTURE

GRADE: Four

SKILL: Career Awareness and Life Planning

OBJECTIVE: To introduce the concept of clusters of occupations.

OUTCOME: Students will be able to identify a cluster and name six jobs in that cluster.

TIME: Two 40-minute sessions (may need extra research time).

RESOURCES:

1. List of clusters
2. Chart paper for class Cluster Chart
3. Worker Trait Group Guide, Exploring Careers or other resource that groups occupations by cluster
4. Interview sheet

SUGGESTED STRATEGIES:

1. Explain the concept of clusters and how occupations may be grouped many different ways. One way is by interest areas; another is by how the worker interacts with data, people or things.

2. Discuss with the class the meaning of interests and working with data, people and things.

3. Using the LIST OF CLUSTERS, have students make a Classroom Cluster Chart. Students will illustrate the chart with drawings depicting the jobs appropriate to that cluster.

4. Brainstorm questions to be used in a career information interview. Develop an interview sheet. Be sure to include questions on gender roles, stereotyping and non-traditional occupations.

5. Students will interview a working adult of their choice: aunts, grandparents, neighbors, uncles, parents, etc. Students will complete and turn in an interview sheet.

6. Have students find out what cluster their interviewee belongs in and post it on the Classroom Occupational Cluster Chart.

7. Have students find five other jobs that fit into the same cluster as their interviewee. Students should tell if these jobs deal more with data, people, or things.

EVALUATION: 1. Completed cluster chart.
2. Completed interview sheets.

LIST OF OCCUPATIONAL CLUSTERS

- ARTISTIC
- SCIENTIFIC
- PLANTS AND ANIMALS
- PROTECTIVE
- MECHANICAL
- INDUSTRIAL
- BUSINESS DETAIL
- SELLING
- ACCOMMODATING
- HUMANITARIAN
- SOCIAL/BUSINESS
- PHYSICAL PERFORMING

MAINE GUIDE

BUILDING BLOCKS FOR THE FUTURE

GRADE: Four

SKILL: Learning and Planning

OBJECTIVE: To learn problem solving skills.

OUTCOME: Students will be able to identify a problem. They will arrive at a group solution. The students will be able to state the steps the group took to arrive at their solution. They will note the value of each member's input.

TIME: 40 minutes

RESOURCES: Paper and pencils

SUGGESTED STRATEGIES:

1. Explain to students they will be working in a group to solve a problem.
2. Divide students into groups of four.
3. Have each group select a scribe.
4. Give each group a "situation" :
    - a. Your family has just won $5,000. How will the money be spent?
    - b. Your team needs new uniforms.
    - c. You and your friends would like to start a club.
5. Explain to students they have ten/fifteen minutes to come up with a solution.
6. When time is up, have each group report out its problem and solution.

7. Have students review step by step, the process they used to arrive at a solution.

8. The process should be similar to:

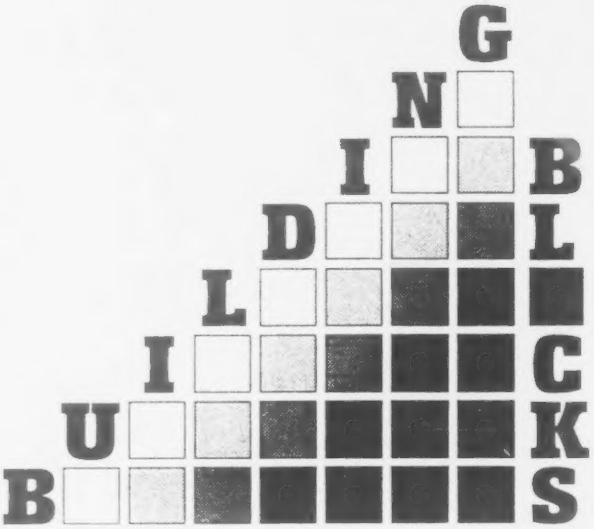
   a. Identify the problem.
   b. List all possible solutions.
   c. Evaluate all of the solutions as to the "good" and "bad".
   d. Select the best solution.

9. Did all members participate? Why? Why not? Was there a difference in the ways the males and females approached the problem? How did gender affect the outcome of the decision?

10. Have students go through process again with a different problem. Again, have a time limit for the process.

11. Report back to whole group. Was the process easier this time?

EVALUATION: Whole group debriefing of group problem solving process.
   a. Everyone's input was valued.
   b. Everyone participated?
   c. How well students worked within group.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BUILDING BLOCKS FOR THE FUTURE

GRADE 5

MAINE
GUIDE

A Developmental Framework for Life Choices

MAINE GUIDE

BUILDING BLOCKS FOR THE FUTURE

GRADE: Five

SKILL: Orientation

OBJECTIVE: To aid in the development of better understanding between teacher and class in solving classroom problems.

OUTCOME: Students will solve classroom problems through understanding.

TIME: 40 minutes--as often as needed

RESOURCES: Classroom Meeting Techniques, William Glasser, Harper & Row, New York.

SUGGESTED STRATEGIES:

1. Seat the class in a circle. After going over some general rules of conduct and courtesy, explain to the class that there are no right or wrong answers and that they are free to express themselves.

2. Start a discussion with a question such as: "What are some things that we can do as a class and what are some things we can do as individuals to get along better with each other?".

3. It may be helpful to discuss key words such as consideration, understanding, fairness and honesty.

4. Stress self-control throughout the activity in order to move the burden of problem solving from the teacher to the class as a whole.

5. Discuss how group cohesiveness or togetherness of the class helps them to get along better in the classroom and on the playground.

6. Discuss the concept of individual responsibility.

EVALUATION: Observe the class to determine if they have taken more responsibility in solving problem situations in the classroom or on the playground.

MAINE GUIDE

BUILDING BLOCKS FOR THE FUTURE

GRADE:	Five
SKILL:	Transition
OBJECTIVE:	To become aware of what retirement is and some activities done by retirees.
OUTCOME:	Students will meet and talk with retirees. As an end product, students will produce a "retirement booklet."
TIME:	Four 40-minute sessions
RESOURCES:	1.Pre-arranged times for retired people to come and speak with class 2. Paper for booklet 3. Markers/crayons 4. Rings for booklet 5. Interview sheets 6. Stamps/envelopes 7. Addresses of retirees and local retired people's group(s)

SUGGESTED STRATEGIES: First session

1. Explain to students they are going to be investigating retirement.

2. Ask for a definition of retirement. What do retired people do? How do retired people feel? Do you know any retired people?

3. Tell students they are going to interview retirees. After their interviews, they will put together a booklet "advertising" retirement. The booklet should include information from their interviews as well as illustrations.

4. Brainstorm appropriate interview questions. Develop a class interview sheet.

SUGGESTED STRATEGIES: Second session

Interview retirees.

SUGGESTED STRATEGIES: Third session

1. **Report back to the class findings from interviews.**
2. **Brainstorm the format for retirement booklet.**
3. **Have students select what work they would like to do on the booklet.**
4. **Begin working on the booklet.**

SUGGESTED STRATEGIES: Fourth session

1. **Finish booklet.**
2. **Put booklet together.**

EVALUATION: 1. Interview sheets.
2. Retirement booklet. Send copies to interviewees. Put copies in school library. Send copies to local retiree groups.

MAINE GUIDE

BUILDING BLOCKS FOR THE FUTURE

GRADE: Five

SKILL: Self Awareness

OBJECTIVE: To apply knowledge of self to various careers.

OUTCOME: After taking an interest inventory, students will select five jobs that utilize their strongest interests. They will do research on one of these occupations.

TIME: Two 40-minute sessions (with extra time allowed for research)

RESOURCES:
1. Interest inventory
2. Library time scheduled for research or materials available to students in classroom

SUGGESTED STRATEGIES: First session

1. Explain to students that they are going to take an interest inventory. It is not a test. There are no right or wrong answers. This inventory is a way of measuring areas in which they may have stronger interests.

2. Distribute interest inventories. Have students take inventories. Answer any questions that may arise.

3. Have students add up their scores.

4. Pass out the scoring chart and have students fill in their scores. Collect inventories and scoring charts.

SUGGESTED STRATEGIES: Second session

1. Pass out inventories and scoring charts. Have students review, ask questions, and share any comments they have about the interest inventory or its results.

2. Pass out the list of jobs that are associated with each area of interest. Go over these with students. Are any of the jobs in their high interest areas nontraditional? If yes, how do they feel about that?

3. Have students make a chart of jobs in their interest areas.

4. Have students select five jobs from their three strongest interests. Have students select one in which they have the most interest and research this job. Some of the questions they want to answer are:

> What level of education is required?
> Is special clothing required?
> Is there a special type of language used?
> Are there special rules to follow?
> Is there special equipment that is used?

EVALUATION: 1. Interest inventories.
2. Job charts based on their interest inventories.
3. Research paper on special job.

INTEREST INVENTORY

NAME DATE GRADE

Mark each item with an X on the line to the left under the appropriate number.

EXAMPLE:

Like very much	Like	Dislike	Dislike very much	
4	3	2	1	
		X		1. Visit friends at their homes.
	X			2. Go to parties.
			X	3. Play card games.
	X			4. Make new friends.
0	6	2	1	9 TOTAL = SOCIAL SCORE

SOCIAL

4	3	2	1	
				1. Visit friends at their homes
				2. Belong to an organized club or group.
				3. Cheer up unhappy people.
				4. Teach people how to do things.
				5. Help other students with homework.
				6. Go to parties.
				7. Go on vacation to a place where there are many people.
				8. Make new friends.
				9. Be with other people most of the time.
				10. Play games, like cards or Monopoly.
				☐ TOTAL = SOCIAL SCORE

4	3	2	1	SCIENCE
				11. Study the stars.
				12. Find out what the weather will be.
				13. Take care of fish in an aquarium.
				14. Do an experiment about air.
				15. Study how wild animals prepare for winter.
				16. Find out how space ships are built.
				17. Study about automobile motors.
				18. Watch a scientist work on an experiment.
				19. Find out how cameras take pictures.
				20. Discover how electricity can make lights light.
				☐ TOTAL = SCIENCE SCORE

4	3	2	1	MANUAL
				21. Make things of plastic.
				22. Make puppets.
				23. Type on a typewriter.
				24. Make a movie projector work.
				25. Make things from leather.
				26. Fix things like bicycles or dolls.
				27. Wrap presents for people.
				28. Repair things by sewing or gluing.
				29. Use tools to make things.
				30. Put together picture puzzles.
				☐ TOTAL = MANUAL SCORE

VERBAL

4	3	2	1	
				31. Read a book.
				32. Have a speaking part in a play.
				33. Write a poem.
				34. Listen to news or comment shows on the radio.
				35. Read the newspaper.
				36. Write a letter to a friend.
				37. Tell stories to children.
				38. Read about famous people.
				39. Write for the school newspaper.
				40. Hear about a great event.
				☐ TOTAL = VERBAL SCORE

ART

4	3	2	1	
				41. Look at beautiful scenery.
				42. Draw a funny picture.
				43. Design a poster.
				44. Paint a picture.
				45. Decorate a room for a party.
				46. Design birthday cards.
				47. Make a dish from clay.
				48. Design clothes.
				49. Collect pictures and make a scrapbook.
				50. Look at famous paintings.
				☐ TOTAL = ART SCORE

4	3	2	1	MUSIC
				51. Play a musical instrument.
				52. Listen to a band.
				53. Make up a song.
				54. Play in an orchestra.
				55. Sing in a choir.
				56. Listen to records.
				57. Sing while you work.
				58. Dance or keep time to music.
				59. Play a guitar.
				60. See a musical TV program.
				☐ TOTAL = MUSIC SCORE

4	3	2	1	SOCIAL STUDIES
				61. Learn about laws in America.
				62. Study about the life of the American Indian.
				63. Learn different languages.
				64. Visit a prison.
				65. Watch news programs on TV.
				66. Study about the United Nations.
				67. Learn about different kinds of work.
				68.Help people of different races to get along.
				69. Find out the reasons for labor strikes.
				70. Report on reasons we need money.
				☐ TOTAL = SOCIAL STUDIES SCORE

ACTIVE PLAY

4	3	2	1	
				71. Play volleyball.
				72. Ride a bike.
				73. Row a boat.
				74. Go water skiing.
				75. Dive into the water.
				76. Go hiking.
				77. Roller skate.
				78. Run a race.
				79. Go camping.
				80. Go swimming.
				☐ TOTAL = ACTIVE PLAY SCORE

INTEREST INVENTORY
TOTAL SCORES

SOCIAL	SCIENCE	MANUAL	VERBAL	ART	MUSIC	SOCIAL STUDIES	ACTIVE PLAY

1. SOCIAL: A high score may mean that you enjoy being with other people and working with others, rather than alone. A low score may mean that you prefer to work independently.

2. SCIENCE: A high score may mean you like to read, talk about, and investigate things in science.

3. MANUAL: A high score may mean you like to read, talk about, and investigate things with tools or with your hands.

4. VERBAL: A high score may mean you like activities where words are used, as in reading and talking.

5. ART: A high score may mean that you like to make and look at beautiful things. You like to draw and paint and create things from materials like clay or fabric.

6. MUSIC: A high score may mean that you like music. Perhaps you sing or play an instrument or make up tunes. Maybe you enjoy listening to music.

7. SOCIAL STUDIES: A high score in this area shows that you are interested in leaning about people and how they live and work together. Also, you are probably interested in learning about different places in the world.

8. ACTIVE PLAY: A high score may mean that you have a lot of energy and like activities where you move about a lot.

Source: N.D.E.A. Title V-A: Project 13-Abington School District.

INTEREST AREAS AND JOBS

SOCIAL

Counselor
Teacher/Teacher Aide
Nurse/Nurse Aide
Sales
Flight Attendant
Public Relations
Playground Supervisor
Entertainer
Attorney
Social Work
Waiter/Waitress
Travel Agent
Cab Driver
Receptionist
Bank Teller
Tour Guide
Clergy
Coach, Sports
Police Officer
Hotel Management
Baby Sitter
Porter
Barber
Cosmetologist

SCIENCE

Physician
Research Scientist
Engineer
Forest Ranger
Pharmacist
Lab Technician
Nurse/Nurse Aide
Physical Therapist
Veterinarian
Dentist
Dietician
Astronomer
Meteorologist
Farmer
Mortician
Mathematician
Photography
Pilot
Oceanography
Laser OpticsTechnician

MANUAL

Electrician
Plumber
Carpenter
Auto Mechanic
Construction Worker
Architecture
Factory Work
Secretary
Custodian
Decorator
Gardener
Drafter
Tailor
Housekeeper
Telephone Repairer
Cook
Truck Driver
Bike Repairer
Cosmetologist
Data Processing

VERBAL

Attorney
Teacher
Writer
Actor/Actress
News Commentator
Librarian
Politician
Sales Representative
Clergy
Reporter
Advertising
Book Critic

ART

Tailor
Artist
Sculptor
Fashion Designer
Interior Decorator
Florist
Potter
Architect
Cartoonist
Photographer
Art Critic
Art Teacher
Painter
Curator
Advertising Layout
Set Designer

MUSIC

Singer
Conductor
Dancer
Radio Announcer
Musician
Music Teacher
Performing Arts Critic
Musical Director
Composer
Disc Jockey
Record Sales Representative
Piano Tuner
Organist
Sound Technician

SOCIAL STUDIES

Travel Agent
Lawyer
Anthropologist
Sociologist
Psychologist
Interpreter/Translator
Prison Guard
News Announcer
Counselor
Economist
Human Relations
Foreign Service
Flight Attendant
Pilot
Missionary

ACTIVE PLAY

Athlete
Sailor
Race Car Driver
Scuba Diver
Fisher
Farmer
Rancher
Athletic Instructor
Acrobat
Lifeguard
Jockey
Coach

MAINE GUIDE

BUILDING BLOCKS FOR THE FUTURE

GRADE: Five

SKILL: Career Awareness and Life Planning

OBJECTIVE: To familiarize students with employment vocabulary, such as job description, job application, and job interview.

OUTCOME: Students, through the manufacturing of paper, will develop job descriptions, a job application, and role play a job interview.

TIME: Four 40-minute sessions

RESOURCES:
1. Steps of paper manufacturing
2. Materials for making paper
3. Chart paper
4. Markers
5. Job Application

SUGGESTED STRATEGIES: First session

1. Explain to students they are going to go to work manufacturing paper.

2. Pass out the steps of manufacturing paper. Review steps.

3. Next, have students brainstorm a list of "jobs" that are involved in the manufacturing of paper. Finalize the list (shredder, pulper, ironer, pourer, stamper).

4. Develop a class definition of a job description. Divide students into groups. Have each group create job descriptions for the jobs involved in paper manufacturing. Use the list of jobs that was generated in #3.

SUGGESTED STRATEGIES: Second session

1. Have each group share their job descriptions. Discuss the duties in the job descriptions and how those duties relate to gender. Finalize job descriptions as a class.

2. Discuss what a job application is. Brainstorm a generic job application or use the example provided.

3. Have students decide what job they would like and have students fill out a job application for that position.

SUGGESTED STRATEGIES: Third session

1. Discuss the job interview. Brainstorm questions that might be used at a job interview.

2. Have students role play a job interview. May want to have students reverse roles of interviewee/interviewer.

3. Assign jobs for paper manufacturing to students based on their job applications and job interviews. May want to have students be the managers of the paper company and have them do the job assignments.

SUGGESTED STRATEGIES: Fourth session

Follow the steps to manufacture paper.

EVALUATION:
1. Job descriptions.
2. Job applications.
3. Job interviews.
4. Have students do a self-assessment as to their participation, reaction, and performance.

PAPER MAKING MADE EASY!

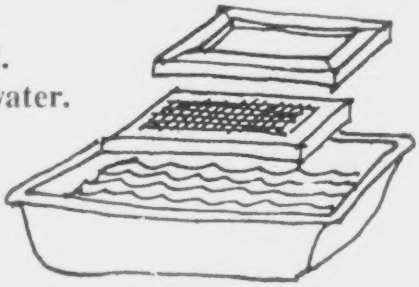
Materials needed:

Pieces of paper
Blender
Screen mold
Deckle
Tray of water

Two pieces of felt
Newspapers
Two boards
Paper towels
Iron
Heavy book

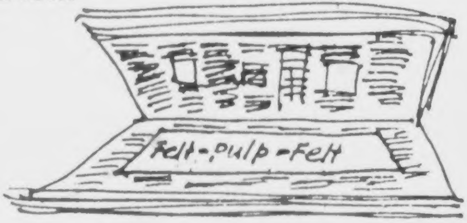
1) BLEND PULP:
Soak small pieces of paper. Put about 1/4 cup of paper pieces into blender. Fill the blender 2/3 with water. Blend until smooth as an icy milk shake.

2) POUR PULP, evenly over screen mold.
Float deckle and screen mold in tray of water.



3) LIFT, TILT, DRAIN.
Remove deckle.

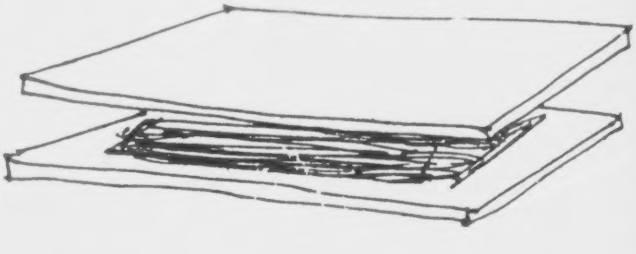
4) Put pulp web on damp felt.
SPONGE and LIFT OFF screen mold. Cover with second felt.



5) Make NEWSPAPER SANDWICH.
Put sandwich between two boards.

6) DANCE!

7) Remove Boards, remove newspaper, remove top felt.
Turn pulp side onto a paper towel.
Peel off second felt carefully!



8) Top with another paper towel.
IRON DRY.
(Press in a heavy book overnight to keep flat.)

APPLICATION

Date __________ Applying for position as ____________________

Name ____
Last First Middle

Address ____
Street City/Town State Zip

Telephone ______________ Social Security Number ______________

Work History: Please list the jobs you have held in the past. These jobs could be those you have at home or in school, or work that you've done for other people.

1. Job Title ______________________________________
Employer ______________________________________
Address ______________________________________
Telephone ______________ Employed from __________ to __________
Duties ______________________________________
____

2. Job Title ______________________________________
Employer ______________________________________
Address ______________________________________
Telephone ______________ Employed from __________ to __________
Duties ______________________________________
____

3. Job Title ______________________________________
Employer ______________________________________
Address ______________________________________
Telephone ______________ Employed from __________ to __________
Duties ______________________________________
____

List any special skills and interests you have:

List three references:

Name

Address

Telephone

Name

Address

Telephone

Name

Address

Telephone

Below, please write a paragraph explaining why you want this job.

MAINE GUIDE

BUILDING BLOCKS FOR THE FUTURE

GRADE: Five

SKILL: Learning and Planning

OBJECTIVE: To explore the future of work.

OUTCOME The students will know what robotics are, how robotics are affecting their lives now, and the ways robotics may effect their lives in the future.

TIME: Three 40-minute sessions (four may be needed if outside interviews are done)

RESOURCES:

1. Markers
2. Chart paper
3. Resource materials on the subject of robotics
4. Speaker for classroom
5. Drawing paper for class
6. Writing paper for class

SUGGESTED STRATEGIES: First session

1. Have students discuss what the word robotics means.

2. Develop a definition for robotics.

3. Discuss the effects that robotics have and will have on the world of work. Where else may robotics be used?

4. Have students brainstorm the advantages and disadvantages of robotics. Write these on chart paper.

SUGGESTED STRATEGIES: Second session

1. Invite a guest speaker(s) to speak to class about the effects robotics have on his/her occupation. Have class interview speaker, or have students interview people outside of class to find out the effects robotics have on several different occupations.

2. Some examples of interview questions are: How does robotics affect your job? Does robotics help you do your job? Do you think your job will ever be totally replaced by robotics? What is the future for robotics in your job?

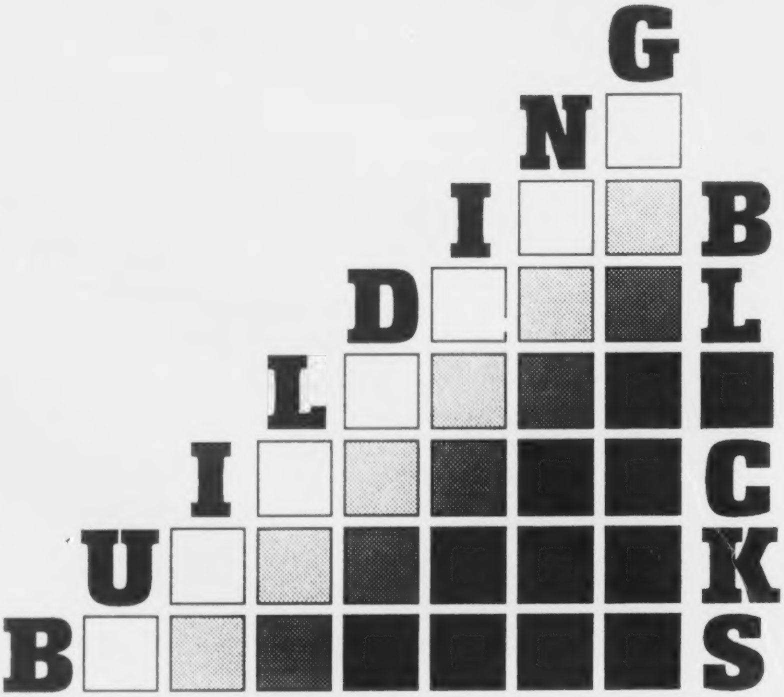
3. If students interview more than the classroom speaker, have them chart the responses to see if a trend develops.

SUGGESTED STRATEGIES: Third session

Have students design a robot. Give it a name and a "job description." Students should explain all of its functions. They may want to describe some of its limitations.

EVALUATION: **Display the robots designed by the students. Have each student write about how his/her robot will be used in the world of work in the future.**

MIDDLE/JUNIOR HIGH


BUILDING
BLOCKS

BUILDING BLOCKS FOR THE FUTURE

MAINE
GUIDE

A Developmental Framework for Life Choices

MIDDLE SCHOOL/JUNIOR HIGH SCHOOL STUDENT

Early adolescents are slowly moving from seeking and meeting adult expectations to seeking and meeting their own expectations through friendships and interactions with their peer group. They are moving from the dependence of childhood to the independence expected of productive adults in our society. Adult independence is the goal of both parent and child, but the time of the new rights and responsibilities often brings tension and disagreement between the two generations.

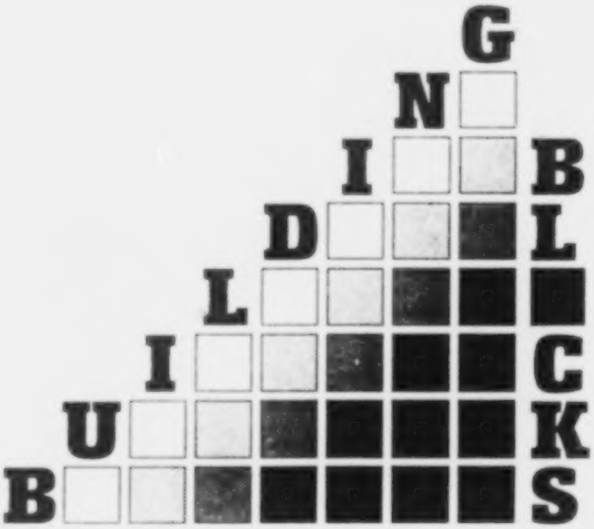
Children at this age are beginning to think abstractly. Some are able to relate forms and ideas. Others are still at the concrete operational stage in which relations are only made with the concrete and actual.

The most notable characteristic of the early adolescent is the physical growth spurt which accompanies puberty. Sexual identity becomes part of the complex sorting out of childhood experiences and adult expectations which are in the process of being reconciled in a new self-identity. Each adolescent is genuinely concerned about self throughout the period and tends to be introspective and critical of each phase of development. "Am I attractive?" "Will I pass the test?" "Nobody likes me." Each of these remarks is typical of the struggle that continues during early adolescence as the individual searches for identity.

The peer group takes on new importance as the mirror for the new evolving identity. At the early stages, friendships tend to be through shared activities. These groupings then phase into the stage of shared identity--the seeking out of those most like the individual's perception of self.

Excitable, easily motivated, creative, inquisitive and eager to explore, students require a learning environment that is participative and action-oriented. Students at this age like to work in groups and to talk about themselves in nonthreatening ways. They like to consider hypothetical situations and are able to relate them to their own experience.

Most importantly, children at this age are establishing the behaviors which will probably direct their actions for the next several years. Therefore, it is especially important at this critical point to assist students in the formation of positive self-concepts, the development of intrinsic responsibility in all phases of their behavior, and an awareness of sex-role stereotyping issues.


BUILDING
BLOCKS

BUILDING BLOCKS FOR THE FUTURE

GRADE 6

MAINE GUIDE

A Developmental Framework for Life Choices

MAINE GUIDE

BUILDING BLOCKS FOR THE FUTURE

GRADE: Six

SKILL: Orientation

OBJECTIVE: To increase the awareness of the physical layout of the school and the people and services available to students.

OUTCOMES: Students will:

1. Identify specific areas within the school (office, nurse's office, counselor, specific classrooms)
2. Demonstrate knowledge of significant people within the school (teachers, nurse, principal, counselor, etc.) and how to access them.
3. Understand the rules and regulations of the school.
4. Understand the school day/time schedule.

TIME: Two 45-minute sessions

RESOURCES: School maps, personnel lists, blank schedule forms with time notations, school handbooks, videotape of scenes around school

Participation by principal, counselor, student tour guides

SUGGESTED STRATEGIES:

1. This activity should be done during the first week of school.
2. Distribute maps of the school. Discuss with class and have students draw "their map."
3. Discuss the roles of the various school personnel and how they may be accessed.

4. Discuss the do's and don't's of the school and student responsibilities.

5. Review transition information presented to the students to ensure new students have knowledge of the new school. It may be necessary to conduct a school tour.

6. Have the middle school or 7th grade teachers relate the successes and problems of their students.

EVALUATION: 1. Produce personal map.
2. Match people and function or job.
3. List major rules in own words.
4. Produce personal schedule of day.

MAINE GUIDE

BUILDING BLOCKS FOR THE FUTURE

GRADE: Six

SKILL: Transition

OBJECTIVE: To acquire knowledge of changing male/female roles.

OUTCOME: Students will demonstrate an understanding of the changing roles of males and females.

TIME: Two 45-minute sessions

RESOURCES: Old magazines, newspapers

SUGGESTED STRATEGIES:

1. Discuss the meaning of sex role, stereotyping, sex bias, and sex discrimination.
2. Ask the students to create two collages: one titled "Man" and the other titled "Woman." Be clear that you are asking what the students think about men and women.
3. Discuss the qualities suggested for men and women in the finished collages.
4. What qualities do the students view as positive? What qualities are viewed as negative?
5. How do the students think these differences came to be?
6. Discuss where the students found their pictures for the collages. Does it make a difference where the resources come from? Why?

7. Discuss how the roles of males and females have changed. Are there "male" jobs? "Female" jobs? Why?

8. Have students observe and analyze how students in their classes stereotype one another. What is the effect of experiencing stereotyping? What can be done to eliminate it?

EVALUATION: Students will be able to discuss stereotyping, recognize stereotyping when they see or experience it and understanding the effects of stereopying.

MAINE GUIDE

BUILDING BLOCKS FOR THE FUTURE

GRADE: Six

SKILL: Self Awareness

OBJECTIVE: To help students gain a better understanding of themselves their relationship with others when confronted with problem situations.

OUTCOME: Students will demonstrate positive attitude and behavior toward others when dealing with problem situations.

TIME: Two 45-minute sessions

RESOURCES: Chart paper
"Problem" Box

SUGGESTED STRATEGIES: First session

1. Break the class into small groups according to their position in the family (ex. oldest, youngest, middle, only child). Have each group list the positive and negative aspects of their position. Does gender make a difference in what is perceived as positive or negative?

2. Hold a class discussion on the items listed, letting the students realize that each position has its good and bad aspects. How do the good and bad aspects relate to school situations?

3. Discuss "problem" terms that might be mentioned in the small groups, such as responsibility, loneliness, time to be alone, frustrations, and anger.

4. Have the group role play identified problem areas.

SUGGESTED STRATEGIES: Second session

1. Set up an area in the classroom for a box designated "Problem of the Day."

2. Students will place their written account of a problem in the box (no names on the papers).

3. At various times during the week, the box may be opened and a discussion of the issues be conducted. Possible solutions to the problems or alterntive behaviors will be brainstormed by the class. Post the possible solutions.

4. The teacher may emphasize that the job of resolving problem situations is a serious one and that it takes cooperative effort to achieve.

EVALUATION: Students will describe alternatives to problem situations.

MAINE GUIDE

BUILDING BLOCKS FOR THE FUTURE

GRADE: Six

SKILL: Career Awareness and Life Planning

OBJECTIVE: To understand that career choice is influenced by ability and interest.

OUTCOME: Students will begin to plan career choices based on their abilities and interests.

TIME: Three 40-minute sessions

RESOURCES: Student report cards or school records
My Personal Profile
Magazines
Speakers from the community

SUGGESTED STRATEGIES: First session

1. Request the use of student records and the help of the school counselor (if available) to review the records with the students.

2. Initiate a discussion of interests and abilities. Discuss with the class the following abilities and how they can be recognized:

   a. Scientific
   b. Artistic
   c. Physical
   d. Manual
   e. Social
   f. Clerical
   g. Musical
   h. Persuasive
   i. Writing
   j. Mathematical

3. Discuss with the class whether interests and abilities are inherently male or female.

4. Have each student fill in their PERSONAL PROFILE and discuss how they decided on their career(s) using interests and abilities.

SUGGESTED STRATEGIES: Second session

1. The students will collect magazine pictures that display their career choices. Display these on the bulletin board. Discuss the career choices in terms of traditional and non-traditional careers.

2. Have students read biographies of people noted for their abilities in various fields. Oral reports may be made to the class emphasizing the particular abilities and interests.

3. Have students share their interest and/or abilities in small groups.

SUGGESTED STATEGIES: Third session

1. Invite speakers from the local area to speak to the class on the nature of and qualifications to enter their profession or occupation. Be sure to include males and females in non-traditional roles.

2. Homework assignment: Student will ask someone they know a) what is their job, b) identify the abilities and interest that influenced their job choice. Students will report back to the class.

EVALUATION: Students will complete their personal profile and relate the information to career choice(s).

MY PERSONAL PROFILE

ABILITIES: I am good at

INTERESTS: I like

JOBS: I am interested in

How my interests and abilities will help me do these jobs:

MAINE GUIDE

BUILDING BLOCKS FOR THE FUTURE

GRADE: Six

SKILL: Learning and Planning

OBJECTIVE: To assist students to become aware of what makes a student successful.

OUTCOME: Student will describe how the characteristics of a successful student relate to school and life situations.

TIME: Two 45-minute sessions

RESOURCES: Successful Student Characteristics
Aesop's fable "The Grasshopper and the Ant" or other story about planning

SUGGESTED STRATEGIES: First session

1. Divide the class into small groups and distribute SUCCESSFUL STUDENT CHARACTERISTICS worksheet.

2. Request each group to select the three most important characteristics of a successful student and report to the class. Discuss any differences in characteristics chosen by males and females.

3. As a group, rate the selected items in priority order (1, 2, 3).

4. Have the students share their choices and discuss reasons for choosing.

5. Discuss how the characteristics listed relate to in-school and out-of-school situations.

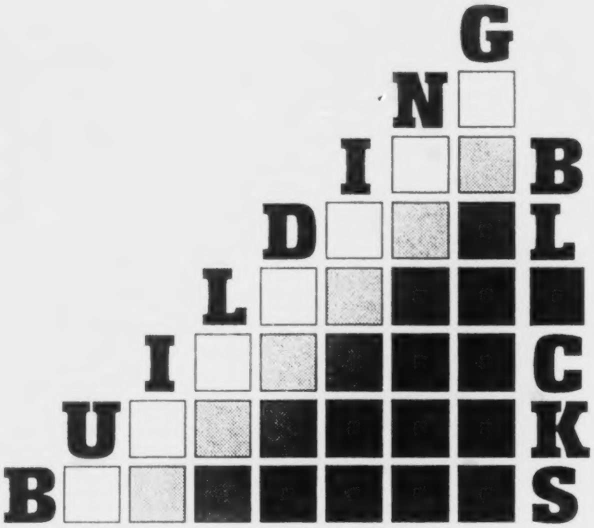
SUGGESTED STRATEGIES: Second session

1. Read the story to the group.
2. Discuss the moral of the story: Poor planners run out of time.
3. Have students list and discuss school tasks which need good planning.

EVALUATION: Class-developed successful student characteristic list
School tasks list

SUCCESSFUL STUDENT CHARACTERISTICS

CHARACTERISTICS	RANK
Is a good listener	
Helps others	
Respects others	
Follows directions	
Completes work on time	
Has good, new ideas	
Speaks clearly	
Shares ideas	
Cooperates with others	
Is friendly	
Obeys rules	
Uses time wisely	
Is honest	
Works independently	
Is kind to others	
Contributes to the group	
Others:	



BUILDING
BLOCKS

BUILDING BLOCKS FOR THE FUTURE

GRADE 7

MAINE
GUIDE

A Developmental Framework for Life Choices

MAINE GUIDE

BUILDING BLOCKS FOR THE FUTURE

GRADE: Seven

SKILL: Orientation

OBJECTIVE: To develop an awareness of the inter-relationship between individuals and society.

OUTCOME: Students will be aware of the inter-relationships between themselves and the community in which they live.

TIME: Two 45-minute sessions

RESOURCES: Telephone books
Community business directories

SUGGESTED STRATEGIES:

1. Discuss with the class the concept of interdependence and relationships between individuals in their community and broader world society. Identify a few services and/or people to use as examples of how we depend upon each other or community services in our everyday lives.

2. Using the telephone book and/or business directory, have the students brainstorm a list of people and services available in their community.

3. Have the students discuss how their lives might be changed if one of these services or people disappeared.

EVALUATION: Students will produce a list of services found within their community and describe how these services relate to their lives.

MAINE GUIDE

BUILDING BLOCKS FOR THE FUTURE

GRADE: Seven

SKILL: Transition

OBJECTIVE: To acquaint students with middle or junior high school life before entering school.

OUTCOME: Students will become aware of the physical environment and the academic and non-academic requirements of the new school.

TIME: One half school day

RESOURCES: School maps, handbooks and curriculum guides, student guides, bus schedules

SUGGESTED STRATEGIES:

1. A Step-Up day must be coordinated between the elementary school and the middle/junior high school.
2. During the visit, the following activities may be considered:
    a. Introduction of principal, counselor and other support personnel (secretary, school nurse, hot lunch supervisor, attendance officer, librarian).
    b. Tour building using student guides.
    c. Lunch in the cafeteria.
    d. Visit to academic and extra-curricular activities.
    e. Discussion and question and answer period. The principal and counselor should lead this discussion in order to explain rules and regulations of the school as well as sharing other information regarding student expectations.

3. Discuss the value of the visit following the Step-Up day to be sure all student questions and concerns have been addressed.

EVALUATION: **Survey the students to determine if they understand the location of rooms, academic and extra curricular options, and other student handbook information appropriate to ensure a smooth transition to the new school.**

Note: The Transition activity may be used at any grade level where students will be moving into a new physical plant or educational structure, such as middle school or from a small school to a large consolidated school.

MAINE GUIDE

BUILDING BLOCKS FOR THE FUTURE

GRADE: Seven

SKILL: Self Awareness

OBJECTIVE: To help students understand why they act the way they do.

OUTCOME: Students will demonstrate an increased understanding of their behavior.

TIME: 45 minutes

RESOURCES: Blackboard and chalk

SUGGESTED STRATEGIES:

1. An equation can be useful to help understand behavior and why people act the way they do. The equation includes the following parts or factors which work together to produce behavior.

> NEED--A lack of something which is essential, useful, or desirable.
>
> SELF--All the ideas, attitudes, values, and skills that one possesses.
>
> PLACE--The physical setting in which a person acts and the objects or things that are part of the setting.

When these factors are put together into an equation, causes of behavior are easier to understand. Whenever a " + " sign appears in the equation, it does not mean the plus of mathematics, it means "interacting with." The equation is written as:

$$\text{NEEDS} + \text{SELF} + \text{PLACE} = \text{BEHAVIOR}$$

2. Practice with examples suggested by the students or use several of your own.

3. Allow each student to develop the factors of the behavior equation, including how gender may affect behavior in different situations. You may want to provide incomplete equations, giving descriptions of one or two of the factors and allowing the students to describe the others.

4. This activity may be used throughout the year to help students to understand behaviors of themselves and others. Oral presentation of the students' own equation should be optional.

EVALUATION: Students will use the Behavior Equation to decide why various actions take place in school or in their personal lives.

MAINE GUIDE

BUILDING BLOCKS FOR THE FUTURE

GRADE: Seven

SKILL: Career Awareness and Life Planning

OBJECTIVE: To increase the awareness of the variety of occupational options that exist.

OUTCOME: Students will become aware of the variety of occupational options that exist.

TIME: 45 minutes

RESOURCES: Introduction to Career Clusters

SUGGESTED STRATEGIES:

1. Discuss the 12 career clusters using INTRODUCTION TO CAREER CLUSTERS. Are any of the clusters traditionally male or female? Why?

2. Have the students:

    a) Circle any cluster that interests them,
    b) Underline any job title that appeals to them, and
    c) Put a star beside the clusters in which family members work.

3. Discuss with the students those cluster areas that are found in their community. Which clusters employ the greatest number of people in the community? Is their favorite or preferred cluster represented locally? What employment possibilities are available for jobs in their favorite clusters, locally or statewide?

EVALUATION: Students will define the meaning of a job cluster and be able to identify their favorite career cluster.

INTRODUCTION TO CAREER CLUSTERS

ARTISTIC-An interest in creative expression of feeling or ideas. Some jobs in this cluster are: creative writer, studio or commercial artist, vocal/instrumental performer, dancer, model, radio/TV announcer, actor, and disk jockey.

SCIENTIFIC-An interest in discovering, collecting, and analyzing information about the natural world. Some examples of jobs are: astronomer, chemist, physicist, meteorologist. environmental scientist, engineer, pharmacist, mathematician, and doctor.

PLANTS AND ANIMALS-An interest in working with plants and animals, usually outdoors. Farmer, gameskeeper, landscape contractor, tree surgeon, forester, animal trainer, dog groomer, groundskeeper, and dog catcher are a few of the jobs in this cluster.

PROTECTIVE-An interest in using authority to protect people and property. Jobs included in this cluster are: police officer, fish and game wards, fire marshal, guard, detective, park ranger, ski patroller, life guard, body guard, and armored-car guard/driver.

MECHANICAL-An interest in applying mechanical principles to practical problems by use of machine and tools. Jobs include: architect, engineer, land surveyor, video-operator, pilot (air and water), bricklayer, stonemason, plumber, carpenter, electrician, cook, car builder, mechanic, truck driver, bike repairer, and exterminator.

INDUSTRIAL-An interest in repetitive, concrete organized activities done in a factory setting. Some workers in this cluster are: machine operator, lens polisher, sheet metal worker, potato-chip frier, butcher, candle maker, welder, toy assembler, bottle packer, and parachute rigger.

BUSINESS DETAIL-An interest in organized, clearly defined activities requiring accuracy and attention to detail. Jobs include: bookkeeper, computer operator, business executive, secretary, switchboard operator, court clerk, typist, bank teller, and radio operators.

SELLING-An interest in bringing others to a particular point of view by personal persuasion. Buyer, retail salespeople, travel agent, telemarketer, insurance representative, and vendor.

ACCOMMODATING-An interest in providing personal and customer services to meet the needs of others. Workers include: camp counselor, guides, host/hostess, waiter/waitress, flight attendant, banker, cosmetologist, bus driver, and caddy.

HUMANITARIAN-An interest in helping people with their mental, spiritual, social, physical or vocational concerns. Some of the jobs in this cluster are: counselor, psychologist, social worker, parole officer, nurse, teacher, child-care attendant, and medical assistant.

SOCIAL/BUSINESS-An interest in leading and influencing others through activities involving the communication of ideas and information. Jobs such as systems analyst, consultant, librarian, sociologist, archaeologist, judge, lawyer, postmaster, accountant, stock broker, newspaper editor, reporter, interpreter, and funeral director and found in this cluster.

PHYSICAL PERFORMING-An interest in physical activities performed before an audience. Examples of jobs in this cluster are: coach, professional athlete, jockey, acrobat, stunt performer, and sports instructor.

MAINE GUIDE

BUILDING BLOCKS FOR THE FUTURE

GRADE: Seven

SKILL: Learning and Planning

OBJECTIVE: To become familiar with educational and personal expectations within the school setting and to assist students to make appropriate plans to meet those expectations.

OUTCOME: Students will demonstrate appropriate behaviors necessary to achieve educational and personal expectations.

TIME: Four 45-minute sessions

RESOURCES: Student handbooks, course outlines
"How to Study" material

SUGGESTED STRATEGIES:

1. Sessions one and two address the issues of educational and personal expectations the school requires of all students. It is suggested that this activity be conducted at the beginning of the school year by all teachers in order to create a consistent set of expectations.

2. Introduce the topic of expectations by reviewing the student handbook with the class. The following topics may be considered:

   a. Homework assignments and how they are evaluated.
   b. Grading policy, when test are given, types of tests, how evaluated.
   c. Class participation and how it is evaluated.
   d. Absence and tardiness and how work is to be made up.
   e. Educational and career implications of the subjects.

f. Extracurricular/sports activities and how to join.
g. Guidance services available to students.

EVALUATION: Students can discuss their plans for academic/non-academic activities, what they must do to participate, and where the activities take place in the school.

Sessions three and four are designed to review and reinforce good study and planning habits.

SUGGESTED STRATEGIES:

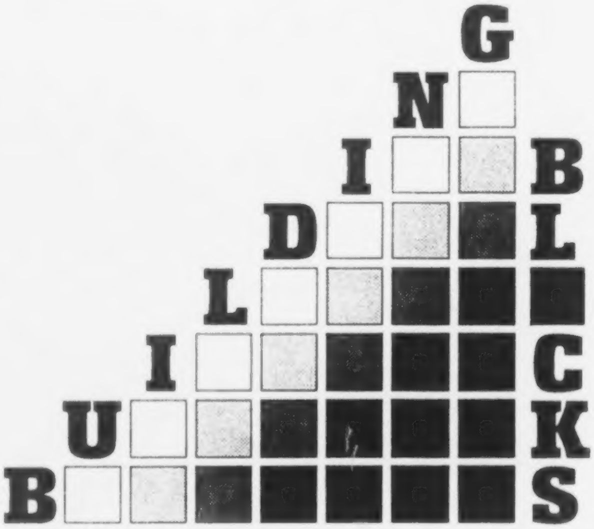
1. Introduce the how to study material. Each student will read the material carefully.

2. Discuss good study habits and their effects. Include such points as:

    Asking teachers for help
    Organizing notebooks to keep track of all assignments and tests
    Scheduling study time
    Learning how to skim material and how to read material thoroughly
    Reviewing and checking your work
    Taking notes
    Preparing for a test and taking tests
    Working in positive study environments
    Developing good listening skills

3. Have students prepare a study schedule, including time, place,environment, and other factors necessary for developing positive study habits.

EVALUATION: a)Students' study schedules
b) Observe if the students' grades rise after good study skills are discussed.



BUILDING BLOCKS FOR THE FUTURE

GRADE 8

Planning To Realize Educational Potential

P.R.E.P. Supplement

MAINE GUIDE

A Developmental Framework for Life Choices

MAINE GUIDE

BUILDING BLOCKS FOR THE FUTURE

GRADE: Eight

SKILL: Orientation

OBJECTIVE: To become aware of their school's physical structure with emphasis on safety, handicap access and energy efficiency.

OUTCOME: Students will demonstrate knowledge of the physical structure of the school.

TIME: Two 45-minute sessions

RESOURCES: School maps, research materials on safety, handicap accessibility and energy efficiency

SUGGESTED STRATEGIES:

1. Introduce the terms: safety, handicap accessibility, energy efficiency.
2. Pose the question: How does our school measure up?
3. Divide the class into teams to carry out a study of the three topics. Each team is assigned a specific area of the school to investigate. Blank school maps should be available for each team. Brainstorm school personnel who can assist with information.
4. Each team will report back to the class on their research and findings, and place information on a master map in class.

5. When all teams have reported their findings, discuss ways the school and its students can become more sensitive to safety issues, the needs of the handicapped, and more energy efficient.

6. Make arrangements for the students to present their findings and suggestions to the superintendent and the school board.

EVALUATION: **Students will produce map of the school addressing the issues of safety, handicap accessibility and energy efficiency. Students will also organize a report for the superintendent and school board.**

Adapted from: Toledo Public Schools Career Development Calendar, BICEP Career Education Program, Ohio.

MAINE GUIDE

BUILDING BLOCKS FOR THE FUTURE

GRADE: Eight

SKILL: Transition

OBJECTIVE: To inform students how teen-agers may get into trouble with the law by participating in pranks.

OUTCOME: Students will become aware of the legal consequences of their behavior.

TIME: 45 minutes

MATERIALS: "You and the Law," a booklet from the National Council on Crime and Delinquency, available from local Kiwanis Clubs

SUGGESTED STRATEGIES:

1. Introduce the topic of legal consequences of behavior by reading and discussing "You and the Law."
2. Have students describe real-life situations that might have legal consequences.
3. Discuss how "innocent" pranks could become serious issues with legal implications.
4. Have students brainstorm ways some current school issues could be resolved before they become serious legal problems.
5. On 3 x 5 cards, have students write questions they have on legal issues, for example, local laws on skateboarding.

6. Invite a law enforcement officer to speak to the class and respond to the questions.

EVALUATION: **Observe if the number of pranks or vandalism diminish following the discussion.**

Adapted from: Ohio Group Guidance Curriculum K-Adult, Ohio Department of Education, Columbus, Ohio.

MAINE GUIDE

BUILDING BLOCKS FOR THE FUTURE

GRADE:	Eight
SKILL:	Self Awareness
OBJECTIVE:	To teach students assertive behavior.
OUTCOME:	Students will be able to recognize and use assertive behavior.
TIME:	Two 45-minute sessions
RESOURCES:	Paper, pencils Assertive Behavior

SUGGESTED STRATEGIES: First session

1. Discuss the term "assertiveness." It is often misunderstood to mean aggressive, loud and obnoxious behavior. Assertive behavior means a respectful, positive approach to life's challenges. Assertiveness is different for males and females. Be aware of gender differences in how the males and females respond to these activities.

2. Distribute ASSERTIVE BEHAVIOR worksheets. Read and discuss the sample statements of each personality type. Do the types correspond to gender? Why?

3. Ask the students which person is most likely to get what they want. Why?

4. In the space below each character, have the students create some statements of their own to match each personality.

5. What are some advantages of being assertive?

SUGGESTED STRATEGIES: Second session

1. Review first session. Prepare the class to practice assertive behavior by providing them with a role play experience where they practice saying no. As they gain confidence, by experience, that their feelings count just as much as the other person's, they will feel better about themselves.

2. Have the class divide into pairs and role play the following techniques for saying no.

Situation: You and a friend are offered a ride home from the movies. Your family has a rule saying you will not ride in cars with high school kids.

Technique	Response
1. Just Say No	No, Thanks.
2. Delay	No, not tonight, maybe next time.
3. The Broken Record	Say "no" several times
4. Say It The Way It Is	No, I can't ride with you because of a family rule.
5. Leave The Scene	Say "No" and leave.

3. Discuss how males and females feel about the different responses.

4. After the group has had an opportunity to practice with the suggested techniques and responses, ask the students to create their own situations or use a situation that actually happened to someone in the class. Practice using these techniques. Ask the student to name the technique being used.

5. Ask how body language (walk and posture, tone of voice and manner of speaking) and the words actually used make a difference in how the message is received.

6. Wrap-up the session by allowing time for discussion of how using assertive behavior is a positive experience.

EVALUATION: Students will demonstrate the use of assertive behavior.

ASSERTIVE BEHAVIOR

PERSONALITY TYPES

Bossy	Shy	Assertive
Demanding	Hesitant	
Loud	Timid	
Tough	Accommodating	
Pushy	Bashful	
Aggressive	Meek	
Ex. (Yelling)	Ex. (Whining)	Ex. (Respectfully)
"I'm Going to the movies!"	"Gee, I never get to go to the movies on a week night."	"If I finish all my homework, I'd like to go to the movies."

Advantages of being assertive:

1. ______________________________

2. ______________________________

3. ______________________________

MAINE GUIDE

BUILDING BLOCKS FOR THE FUTURE

GRADE: Eight

SKILL: Career Awareness and Life Planning

OBJECTIVE: To acquaint students with the importance of personal appearance in personal and career success.

OUTCOME: Students will demonstrate an understanding of how personal appearance influences personal and career success.

TIME: 45 minutes

RESOURCES: How Do I Look? checklist

SUGGESTED STRATEGIES:

1. Discuss with the class how personal appearance is directly related to self-image, and influences future life and career success. Be aware that personal appearance is a very sensitive issue.
2. Distribute HOW DO I LOOK? Read and discuss the information on the checklist.
3. After discussion of the material, instruct the students to rate themselves.
4. Review the results with the class and the implications of the information on personal and career success.

EVALUATION: Students can verbally express how personal appearance affects personal and career/life options.

HOW DO I LOOK?

Neatness and grooming are important for many reasons, but most of all for the feeling of personal pride and self-respect they give you. Your appearance strongly influences your poise, self- confidence, and feeling of well-being. These feelings, in addition to being reflected in general appearance, may be the key cause for job success or failure.

When applying for a job or meeting anyone for the first time, the first impression you make is important. The first, and often the most lasting impression you give an employer is visual. Deliberate care in all areas of appearance is necessary to give a total well-groomed impression.

		Good	Average	Poor
BODY:	Clean underclothing			
	Daily bath or shower			
	Use of deodorant			
HAIR:	Neat haircut			
	Hair looks combed and neat			
	Hair is clean and lustrous,free from dandruff			
	Hair style is OK.			
FACE:	Neck, face, and ears clean			
	Women: make-up and lipstick on neatly.			
MOUTH:	Clean teeth			
	Fresh breath			
HANDS:	Nails and hands clean			
	Nails smooth, not too long or uneven			
CLOTHING:	Style OK--not too dressy or too casual			
	Fits well--not too loose or too tight			
	No T-shirts, especially with logos or messages			
	No buttons missing			
	No wild or clashing colors			
	No rips or tears			
	Clean handkerchief or tissue in pocket or purse			
	Men:pockets not bulging			
	Women: skirt length OK			
	Shoe style OK--appropriate to the occasion			
	Shoes not run down (heels, toes, soles)			
	Shoes polished or brushed			
	Men: dark socks, no holes			
	Women: no runs or wrinkles in stockings			
ACCESSORIES:	Plain jewelry			
	Carries pen			

MAINE GUIDE

BUILDING BLOCKS FOR THE FUTURE

GRADE: Eight

SKILL: Learning and Planning

OBJECTIVE: To develop planning skills to meet challenges and opportunities.

OUTCOME: Students will demonstrate skills in planning when faced with challenges and opportunities.

TIME: Three 45-minute sessions

RESOURCES: Panel members from the community

SUGGESTED STRATEGIES: First session

1. Lead a discussion of challenges and opportunities, moving from known topics to the relative unknown. Students will need to reflect on their own lives to identify challenges and opportunities they have already faced and those that may be coming their way. Discuss how planning can prepare you for challenges and opportunities.

Examples:
Challenge of different school work
Challenge of being old/black/female
Opportunity of an after-school job
Opportunity of a trip to Europe

2. Students will generate a list of questions for the Second session classroom guests.

How did your situation challenge you?
How did you feel about the challenge?
What opportunities have you had?

How did you take advantage of them?
What part did planning take in your life?
How did education prepare you for the challenges and opportunities you've faced?

SUGGESTED STRATEGIES: Second Session

1. Invite members of the community to participate in a "talk show" format about challenges and opportunities. Ideas for panel members:

Black business leader
Physically handicapped individual
Local newscaster
College student
Vietnam veteran
Female political leader
Elderly citizen

2. Appoint a student to be the host and begin asking the questions generated the previous session. All students should be prepared to ask at least one question of the panel members regarding the challenges and opportunities they have faced in their lives. Students are challenged to ask questions and given the opportunity to become acquainted with their community.

SUGGESTED STRATEGIES: Third session

1. Lead a feedback session on the panel:

How did you feel about our guests? Why?
What impressed you most about them?
What would you have done if you'd been in their shoes?

2. Generate a list of planning tips on the board:

What planning skills have you learned or observed?
How might you use these skills in your life?

3. Have students write thank you notes to the panel guests.

EVALUATION: Planning skill lists

Source: Adapted from *Career Plan For The Life Span*. National Center for Research in Vocational Education, The Ohio State University.

TIPS FOR TEACHERS USING COMMUNITY RESOURCES IN THE CLASSROOM

Before:

- Contact the community resource and assist with the following:

  Confirmation of date, time, length of visit
  Map showing location of activity
  Arrangement for lunch or refreshment, if applicable
  Size of group, age, and interest of students
  Parking area
  Identify who will greet the guest
  Explain the purpose of the presentation and what objectives you hope to accomplish

- Publicize visit in local newspaper
- Prepare and encourage the students to ask questions

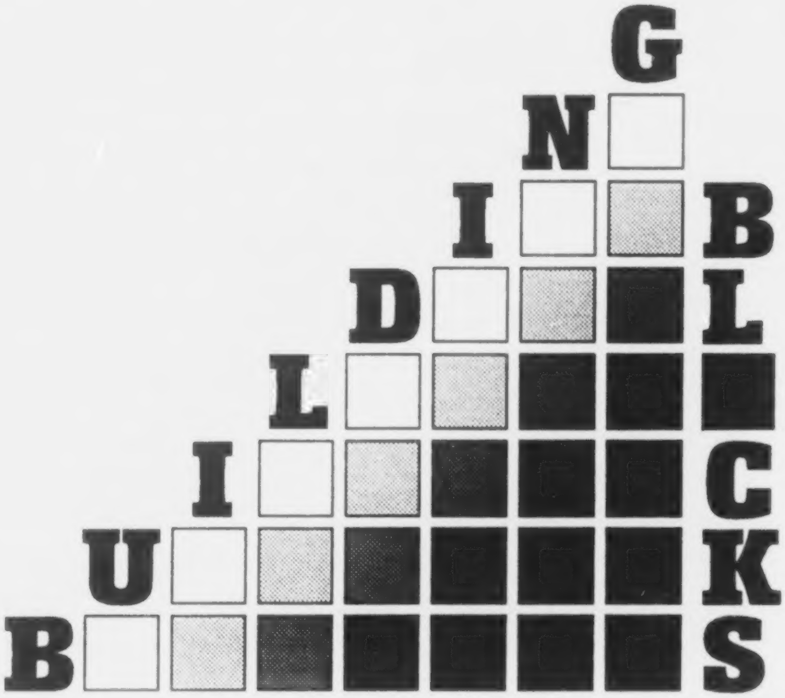
Day of Visit:

- Welcome visitors
- Introduce greeters
- Point out restroom location
- Maintain relaxed atmosphere
- Have question period after session

After:

- Evaluate presentation with the visitor and with the class
- Discuss any changes for the next time
- Write thank-you notes to the visitor

HIGH SCHOOL


BUILDING
BLOCKS

BUILDING BLOCKS FOR THE FUTURE

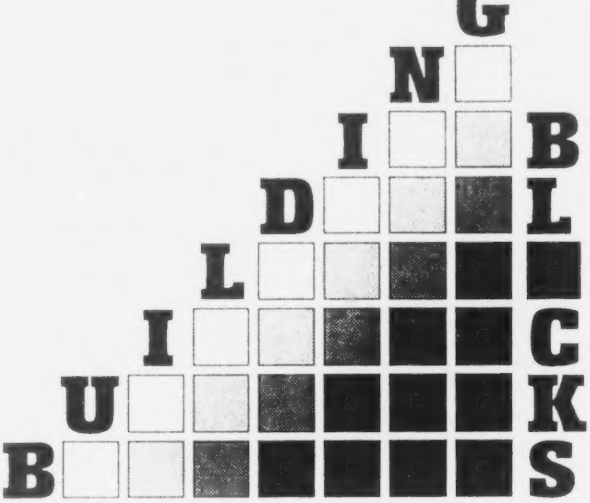
MAINE
GUIDE

A Developmental Framework for Life Choices

THE HIGH SCHOOL YEARS

The transition from childhood through adolescence involves major changes in personality and social behavior. Besides physical, sexual and cognitive transformation, the adolescent is being influenced by parents, other family members, peers, and school. Amid the turbulence, the young person must deal with a desire for greater independence and a continued need for dependence. Some must deliberate about marriage and still others find themselves attempting to cope with anti-social behavior, drugs, alcoholism, or unexpected parenthood. At the center of this, both as the cause and effect of much of what occurs during this time, is probably the adolescent's greatest challenge--the formation of a stable sense of identity.

The high school years also represent an educational turning point in the lives of youth. Some students are preparing to enter post- secondary training. For others, high school is their last formal educational experience. A job is the next step. Thus, the career guidance activities to help all students prepare for the transition to the adult work are critical. Students need to develop competencies that will help them make the important choices they will face during high school and beyond, and the skills needed as they mature in their personal and career development.



BUILDING BLOCKS

BUILDING BLOCKS FOR THE FUTURE

GRADE 9

Future Builders Supplement

MAINE GUIDE

A Developmental Framework for Life Choices

MAINE GUIDE

BUILDING BLOCKS FOR THE FUTURE

GRADE: Nine

SKILL: Orientation

OBJECTIVE: To become acquainted with school policies, procedures and opportunities.

OUTCOME: Students will demonstrate knowledge of the school's policies, procedures and opportunities.

TIME: Two 45-minute sessions during the first week of a school year.

RESOURCES: Student handbooks, policy manuals
Guidance counselor

SUGGESTED STRATEGIES:

1. Present to the ninth grade students materials to be used in the discussions:

   High school course of study
   Graduation requirements
   Student activity programs
   Discipline policy
   Guidance services

2. Discuss schedule changes and reasons for changes other than errors. Review policy/procedure for schedule changes. How will the course change affect your educational/career goal? Review the value of courses taken, making the connection between academic skills and future educational/career opportunities.

3. What extra-curricular activities are students interested in? How do they join? What are the benefits?

4. Review the discipline policy. Emphasize personal rights and responsibilities. Discuss what the school expects from students in class and at other school functions.

5. Invite the counselor into class to discuss the guidance services available in the school.

6. Be sensitive to students who are new to the school or who appear uncomfortable in the new school environment.

EVALUATION: Students will be able to:

a) list graduation requirements
b) access the guidance services
c) verbalize an understanding of the student activities available
d) list student rights and responsibilities and the consequences of their behavior.

MAINE GUIDE

BUILDING BLOCKS FOR THE FUTURE

GRADE: Nine

SKILL: Transition

OBJECTIVE: To prepare students to complete an application for part-time or summer employment.

OUTCOME: Students will demonstrate how to complete an application form.

TIME: Two 45-minute sessions

RESOURCES: Application forms
Local business person

SUGGESTED STRATEGIES: First session

1. Using a sample employment application form, demonstrate how to complete the form. Points to emphasize:

   a) All information should be accurate.
   b) All information should be typed or written legibly with pen.
   c) Leave no blanks. Write N/A for "Not applicable."
   d) Have your social security number with you.
   e) Have names, addresses, and telephone numbers of references.
   f) Return application in its original condition.

2. Discuss the benefits and pit-falls of working while in school, such as: part time work versus school work, spending money, child labor laws, work versus extra-curricular activities, responsibilities for homework and class participation.

3. Lead a discussion about work satisfaction: school work, part-time work, and summer work.

4. Have students develop a list of good work habits. Relate characteristics to school and future job success.

SUGGESTED STRATEGIES: Second session

1. Invite a local business person to your class to talk with students about applying for work, work ethic, attitudes, expectations.

2. Ask for a student volunteer to participate in a mock interview with the guest as a demonstration for the whole class.

3. Discuss reactions to the speaker in the next session.

EVALUATION: a) Accurately completed application forms.
b) Observe students as to their work habits in class activities. Use the list developed by the class as a check list.

Source: Adapted from Ohio's Group Guidance Curriculum

MAINE GUIDE

BUILDING BLOCKS FOR THE FUTURE

GRADE: Nine

SKILL: Self Awareness

OBJECTIVE: To develop a greater sense of understanding and control over emotions.

OUTCOME: Students will understand, control, and enjoy their feelings.

TIME: Two 45-minute sessions

RESOURCES: Blackboard and chalk

SUGGESTED STRATEGIES: First session

1. Hold a discussion about emotions and feelings, explaining that they are natural. Everyone has moods all through life, but, during the teen-age years in particular, mood changes tend to be extreme. We may begin to wonder if there is something wrong with us. Conflict appears when the outer expression of our inner emotions causes problems for us or someone else.

2. Using the following situations, ask the class to role play or respond to the following:

Situation 1:

> You have been planning to go to a party for weeks. Your parents know about it, but at the last minute, for no reason, they say you can't go. Your emotion is ANGER.

Reactions: You may have various emotional responses:

- Inhibited: You sulk. You refuse to talk. You look daggers at your parents.
- Impulsive. You throw a temper tantrum. You swear at your parents and run out of the house.
- Controlled. You ask "Why?" You point out you have been doing extra work to be allowed to go as agreed earlier.

Consequences: Generate a list of possible consequences of each type of behavior. When might the behavior be appropriate/inappropriate? How did the students feel about playing the reaction roles? Why?

Situation 2:

You have been chosen by the principal to represent the school at the Rotary Club luncheon. You will be asked to stand and tell the Rotary members who you are, your grade level and what you are planning for a career. Your emotion is EMBARRASSMENT.

Reaction: You may have various emotional responses:

- Inhibited. You are so embarrassed that you could die. You cry.
- Impulsive. You go around telling everyone that you can't go because you have a dentist appointment, which is not true.
- Controlled. You go to the principal and tell her how you feel and you're not sure you can do it. You ask for help.

Consequences: Generate a list of responses to the group. Process the feelings of the persons role playing the responses.

3. Discuss ways to deal constructively with emotions. Although we cannot possibly prepare for all life's situations, we can learn some basic skills for satisfactory social relationships, as well as feeling more comfortable with the emotions we feel.

SUGGESTED STRATEGIES: Second session

Using the following guidelines for solving emotional conflicts, practice with student-suggested situations.

1. Define the conflict.
2. Analyze the conflict:

   Is there more than one issue?
   Think through everything you know about the conflict.What have you done that makes it worse? Better?
   Do you need more information?

3. List possible solutions. Look for others who have solved the conflict before.
4. Choose a solution. Try the most promising first.
5. Did your strategy work? If not, try again.
6. Ask for help.

EVALUATION: Students will apply conflict solving techniques in the classroom.

Source: Adapted from *Growing Up*, Dunn & Hargitt, Inc.

MAINE GUIDE

BUILDING BLOCKS FOR THE FUTURE

GRADE:	Nine
SKILL:	Career Awareness and Life Planning
OBJECTIVE:	To understand the relationship between career and life style.
OUTCOME:	Students will demonstrate an understanding of the meaning of life style and how it relates to career choice.
TIME:	Two 45-minute sessions
RESOURCES:	Life Style Circle Community Resource Speaker

SUGGESTED STRATEGIES: First session

1. We normally spend our time in the following five areas: home/family, community/church, leisure/sports, friends, education/career. The time we spend in each area varies with each person. The way we choose to spend our time is called life style.

2. Have each student choose the three life style areas that are the most important to them. Discuss their choices. How do they vary?

3. List the five life style categories on the board. Brainstorm activities which would illustrate each style. Some suggestions:

Home/family	Cleaning the house
Community/church	Scouts or singing in the choir
Leisure/sports	Watching or playing sports
Friends	Attending a party
Education/career	Taking a vocational course

4. Distribute LIFE STYLE CIRCLE. Ask each student to illustrate their perceived life style by dividing up the circle. Share and discuss reasons for their decisions.

5. Discuss how career choice often dictates the life style we experience. Suggest examples of famous people that depict contrasting life styles. Ask for student examples.

SUGGESTED STRATEGIES: Second session

1. Ask a community resource person to come to class to discuss their lifestyle, career choice and how it might be different from the "typical". Examples might be a person from a specific ethnic group, a person from a different culture, or someone with an unusual career.

2. Stress that when selecting a career, it is important to think carefully about the life style which may go along with it.

EVALUATION: **Students will identify their preferred life style combination.**

Source: Adapted from *Illinois Career Guidance Handbook*, Illinois State Board of Education.

LIFE STYLE CIRCLE

The circle below represents your life. Divide the circle into parts representing the importance you place on these parts of your life. Mark and name each part.

Home/Family
Friends
Education/Career
Leisure/Sports
Community/Church

Source: Adapted from *Illinois Career Guidance Handbook*. Illinois State Board of Education.

MAINE GUIDE

BUILDING BLOCKS FOR THE FUTURE

GRADE: Nine

SKILL: Learning and Planning

OBJECTIVE: To analyze and evaluate methods of study.

OUTCOME: Students will demonstrate improved study methods.

TIME: 45 minutes

RESOURCES: Tips for Improving Your Study Habits

SUGGESTED STRATEGIES:

Note: This activity should be conducted at all grade levels at the beginning of the school year.

1. When we watch a familiar movie or TV show, we know what is coming next. We get ready to laugh or cry or scream, but, you can't CHANGE the movie or TV show. In school, we can't change the books, but we can change the way we study them.

2. Have the students describe how they study. How could they improve? The following factors should be part of the discussion:

    a) When? Don't put it off until it is too late and you are tired. Studying as soon after a class as possible encourages better retention. Use school time. It frees after-school time for recreation.

    b) Where? Find a place free of forces that interfere with concentration. Good lighting, seating, temperature are important. No TV, but radio is OK.

c) How much? How much time you need to study depends on many personal issues: interests, abilities, your goals and expectations. Studying equals good grades. Better grades equals better future options.

3. Describe the SQ3R study method.

S = Survey.	Skim the material paying particular attention to heading, maps, charts, graphs, and unfamiliar words.
Q = Question.	If questions are not assigned, write your own.
R = Read.	Read the material carefully.
R = Recite.	Answer the assigned questions, questions at the end of the material or questions you have written without referring to the text.
R = Review.	Review the material to find the answers to the questions, or to clarify an answer. Review frequently.

4. The class will review their own study habits in relationship to the SQ3R study method.

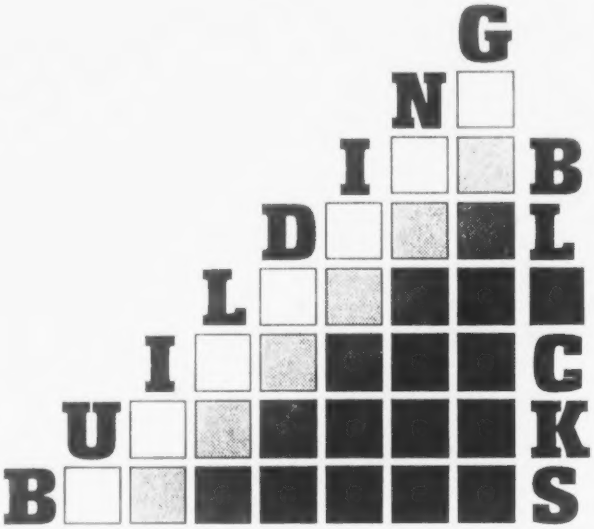
5. Distribute and discuss TIPS FOR IMPROVING YOUR STUDY HABITS. Refer to the TIPS regularly throughout the school year.

6. Ask students to outline a study schedule for one of their subjects, including assignment objective, time and place.

Remember: A lesson is like a conversation. Only if both parties are interested and actively involved will it be successful. Nobody can teach you anything. The most they can do is help you learn.

EVALUATION: Students' study schedules.

Source: Adapted from *Planned Group Guidance*. American Guidance Service.


BUILDING
BLOCKS

BUILDING BLOCKS FOR THE FUTURE

GRADE 10

Future Builders Supplement

MAINE
GUIDE

A Developmental Framework for Life Choices

MAINE GUIDE

BUILDING BLOCKS FOR THE FUTURE

GRADE: Ten

SKILL: Orientation

OBJECTIVE: To become knowledgeable of vocational education programs available.

OUTCOME: Students will be aware of local vocational education programs.

TIME: 45 minutes

RESOURCES:
Video of local vocational education options
Course outlines or descriptions of vocational courses
Student services coordinator, vocational school director

SUGGESTED STRATEGIES:

1. Show and discuss the video. Distribute descriptive information on the vocational education programs.

2. Arrange a tour of the vocational education facilities with the student services coordinator or the vocational school director.

3. Set up a "hands-on" experience for any interested student. Cooperation and collaboration with the vocational center or school and the high school staff or counselor will facilitate this activity.

EVALUATION: Students will describe the vocational education options available to them during their junior and senior years.

MAINE GUIDE

BUILDING BLOCKS FOR THE FUTURE

GRADE:	Ten
SKILL:	Transition
OBJECTIVE:	To recognize conflict between parent and teen as part of normal life development.
OUTCOME:	Students will see parent/teen conflict as part of normal growth.
TIME:	45 minutes
RESOURCES:	Parent Relationship Scale

SUGGESTED STRATEGIES:

1. Adolescence can be a time of turmoil and turbulence, stress and storm. Rebellion against authority and against convention is to be expected. Adolescence is a time of contradictions. It is normal for teens to behave in an inconsistent and unpredictable manner; to fight their impulses and to accept them; to thrive on imitation and identification with others while searching unceasingly for their own identity; to love their parents and to hate them. Such fluctuations between extremes would be considered abnormal at any other time of life. For adolescents, it is the norm. The purpose of adolescence is to loosen personality, to free themselves of childhood ties, and establish new identification with peers and self.

2. Open the discussion with general comments regarding the stages of life: childhood, pre-puberty, adolescence, adult, mid-life, old age. Each stage holds its own secrets and its own problems.

3. Ask the group to identify some of the issues they feel are particularly important to them at this stage of their life. Examples may include: how they look, peer pressure, sexuality, parents, relationships, and life style.

4. Focus the discussion on parent/child relationships. Parent expectations regarding grades, their room, clothes, language, friends, career choice, and cars will probably form a large part of the discussion. Discuss these expectations in terms of gender. Record the issues on the blackboard or newsprint.

5. Discuss how the identified issues relate to:

> Rebellion--Teens push against "power." Parents see teens pushing against them.
>
> Independence--Teens want their own emotional space. Parents want to know what is going on in the lives of their children.
>
> Sexuality--Teens are growing into young men and women. Parents fear losing their "little" boy or girl.
>
> Communication--Teens may feel parents don't understand them. Parents have a responsibility to talk with teens about difficult subjects, such as drugs, sexual responsibility, and relationships.

6. Following the discussion, distribute the PARENT RELATIONSHIP SCALE. Ask the group to complete the scale. Assure the group that they will not be asked to share the results with the class.

7. After the group has scored their scale, brainstorm ways to improve parent/teen relationships.

8. Close the discussion: You can help your parents understand. You can clarify in your own mind just what your beliefs are. Try to talk freely about different life styles with your parents. Talk about your friends and acquaintances. What are the values you and your family hold dear? What are they based on? Honesty? Trust? Love? Are your parents' values different or are they just expressed in a different way? Is one way of expression better than another? Who do we judge? Discussions such as these, whether with parents, friends, counselors, or teachers, enable us to understand our own particular stage of development a little better.

PARENT RELATIONSHIP SCALE

Read each statement and circle the number which best represents how the statement describes you and your feelings. There are no right or wrong answers. BE HONEST WITH YOURSELF.

1 = Strongly Disagree 3 = Neutral
2 = Disagree 4 = Agree
5 = Strongly Agree

1. My parents usually consider my feelings. 1 2 3 4 5

2. There are many times when I would like to leave home. 1 2 3 4 5

3. I usually feel as if my parents are pushing me. 1 2 3 4 5

4. My parents think I have a number of good qualities. 1 2 3 4 5

5. On the whole my parents are satisfied with me. 1 2 3 4 5

6. I wish my parents respected me more. 1 2 3 4 5

7. I often worry that my parents don't like to have me around. 1 2 3 4 5

8. I am quite sure of myself at home. 1 2 3 4 5

9. My parents respect me and my ideas. 1 2 3 4 5

10. My parents respect my plans for the future. 1 2 3 4 5

11. I think I would be happier if my parents didn't put so many restrictions on me. 1 2 3 4 5

12. I usually don't have to make excuses or apologize for myself with my parents. 1 2 3 4 5

13. I panic when I have done something wrong because of the way my parents might respond. 1 2 3 4 5

14. It worries me that my parents don't really like me. 1 2 3 4 5

15. My parents often express their love and support for me. 1 2 3 4 5

16. I usually don't express my opinions to my parents because they usually disagree with me. 1 2 3 4 5

17. I can talk to my parents about most anything. 1 2 3 4 5

18. I rely on my parents to make decisions for me. 1 2 3 4 5

19. I really get angry when my parents criticize me. 1 2 3 4 5

20. I will go out of my way to avoid an argument with my parents. 1 2 3 4 5

21. Even though my parents and I often disagree about things, I feel they trust me. 1 2 3 4 5

22. I get angry when my parents try to tell me what to do. 1 2 3 4 5

23. My parents understand me and are sensitive to my feelings. 1 2 3 4 5

24. My parents expect too much of me. 1 2 3 4 5

SCORING

To obtain your score, add the points you have circled for the positive statements and for the negative statements. Subtract the negative score from the positive score and then add 58. When you subtract the negative score from the positive, you may have a negative number. Remember that when you add a positive and a negative number you subtract the negative number from the positive number.

Put an X on the Scale where your score falls.

Positive items		Negative items	
1	______	2	______
4	______	3	______
5	______	6	______
8	______	7	______
9	______	11	______
10	______	13	______
12	______	14	______
15	______	16	______
17	______	18	______
21	______	19	______
23	______	20	______
		22	______
		24	______
	______		______
Total +		Total -	

+ P ______

- N ______

= ______

+ 58

PR Score ______

PARENT RELATIONSHIP SCALE

4 40 50 60 100

This questionnaire was designed to help you examine your relationship with your parents. The higher the score, the more positive you feel about your relationship with your parents. A normal score will usually fall between 40 and 60; a score between 60 and 100 indicates a very good relationship; a score between 4 and 40 indicates a poor relationship.

Source: Caring and Sharing. South Dakota K-12 Counselor's Guide. South Dakota Dept. of Education.

MAINE GUIDE

BUILDING BLOCKS FOR THE FUTURE

GRADE: Ten

SKILL: Self Awareness

OBJECTIVE: To understand the dynamics of sexual harassment as a social problem.

OUTCOME: Students will recognize sexual harassment and see it as a social problem.

TIME: Two 45-minute sessions

RESOURCES: Newsprint/markers
Title IX Laws, Office of Civil Rights, U.S. Dept. of Education, 1981.

SUGGESTED STRATEGIES: First session

1. Explain that sexual harassment is unwanted attention deliberately given by peers or anyone else. It is especially difficult to deal with when it involves someone with whom the victim must work in order to fulfill job or school obligations.

2. Sexual harassment includes:

   - Staring
   - Gestures
   - Remarks made in front of others
   - Suggestions about body/clothes
   - Attempted rape
   - Touching
   - Propositioning
   - Hitting
   - Pressure for sexual activity
   - Rape

3. In 1980 two surveys (National Merit Systems Protection Board and Redbook Magazine) reported that 15% of men and 88% of women experienced some

form of serious sexual harassment. Answer any questions raised at this time. If appropriate, refer to Title IX policy, Maine Human Rights Act, and Equal Employment and Equal Opportunity Commission.

4. Divide the students into groups of six to ten. In order to separate the sexual harassment behaviors from flirtation behaviors, instruct the students to draw a line down the center of a piece of newsprint to create two columns. Read the instructions and questions to the students to help them generate the lists. If necessary, give them examples to get them started.

Some examples of flirting versus sexual harassment:

Flirting	Sexual Harassment
When both like it and do it	One person doesn't like it and can't get the other person to stop
A glance--you feel attractive and complimented	A look or a stare--You feel invaded, ashamed, naked
Comments--If you know the person (depends on how you know them) and how they say it.	Hints, obscene suggestions Pinch, pat, grab

5. Post these instructions on the board or hand each group a copy.

a) What sorts of behaviors take place between young women and men that you think might be flirtation and those that might be sexual harassment.

b) Think about the different kinds of behaviors that happen in different places or activities around school (classrooms, hallways, locker rooms, gym, shop, extracurricular activities). Also think about who the different people are who might flirt or harass or be flirted with or be harassed in these different circumstances. For example, what happens when a young woman passes a group of young men in the hallway between classes?

6. After the groups have generated the two lists, instruct them to list any general characteristics by which you can tell the difference between flirtation and harassment. Have each group pick one person as the reporter, who will read the group list to the rest of the class.

7. Discuss and gather comments on similarities or differences in the lists from each group. Discuss the components or dynamics that change a situation from flirtation to sexual harassment. Discuss why a behavior may be sexual harassment in some situations and flirtation in others. Make the point that flirtation relates to sexual attractiveness, while harassment does not. Harassment in unwanted, demeaning and abusive.

SUGGESTED STRATEGIES: Second session

1. Review the material discussed during the first session. Ask the students to brainstorm a list of appropriate responses to sexual harassment they may encounter at school or work.

2. The school may want to conduct a sexual harassment workshop for the entire student body.

EVALUATION: **Students will name behaviors that are harassing and formulate appropriate responses.**

Source: Adapted from *Classroom Activities in Sex Equity for Developmental Guidance*, Wisconsin Dept. of Public Instruction.

MAINE GUIDE

BUILDING BLOCKS FOR THE FUTURE

GRADE: Ten

SKILL: Career Awareness and Life Planning

OBJECTIVE: To develop job hunting skills.

OUTCOME: Students will learn ways to find employment.

TIME: 45 minutes

RESOURCES: Newspaper want ads
Sample bulletin board ads
Index cards

SUGGESTED STRATEGIES:

1. Lead a discussion about where to look for job opportunities and what kind of information the source will provide. Make a list of student generated ideas.
2. Compare the student list to the following:

Source	Information
Apprenticeship	Possible on-the-job training
Bulletin Boards	Part-time or temporary employment
Telephone Yellow Pages	List of local businesses
Clergy Persons	Personal references
Employment Office	Part-time and full-time jobs
Family/Friends	Job leads
Networking	Job leads, references
Radio or TV	News items or ads for local businesses
Volunteer for work	Job experience, be there if an opening comes
Help wanted signs	Job openings

3. Follow-up the brainstorming session with a job search activity using newspaper want ads, sample bulletin board notices (in house postings), and network possibilities from the class.

4. Have the students make out index cards of the job possibilities for their use in the future.

Job Title ____________________
Nature of Work ____________________
Location of Job ____________________
Hours __________ Pay __________
Contact Person ____________________
Phone number ____________________
Comments ____________________
____

4. Optional Activity: Students will develop and operate a Job Bank for their class or the school.

EVALUATION: Students will list ways to find information on job opportunities.

MAINE GUIDE

BUILDING BLOCKS FOR THE FUTURE

GRADE: Ten

SKILL: Learning and Planning

OBJECTIVE: To understand the meaning of individual learning styles.

OUTCOME: Students will understand their own learning style.

TIME: 45 minutes

RESOURCES: Learning Style Inventory
Suggestions:
Barsch Learning Style Inventory
Academic Therapy Publications
20 Commercial Blvd.
Novato, CA 94947

The Learning Channel Preference Checklist
Research for Better Schools
444 North Third St.
Philadelphia, PA 19123

SUGGESTED STRATEGIES:

1. Explain that each person's learning style is different. The style determines how students approach a task and remember information. By being aware of learning styles and how style relates to the way people study and take tests, the students will understand how they learn, how they can produce more, and increase their level of achievement.

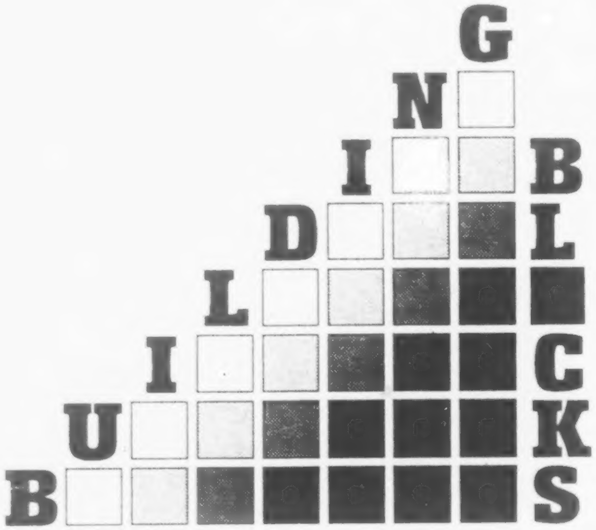
2. Examples of learning styles:

Visual	**--learn best when they "see" the information. They prefer textbooks over lectures, rely on lists, charts, pictures, and lots of notes.**
Auditory	**--learn best by "hearing" the information. Listening to tapes and classroom presentations are preferred ways of learning for the auditory person.**
Tactile or Haptic	**--learn best by "moving and doing," such as being involved physically, experiencing and experimenting. They are hands-on learners.**

3. Administer the inventory. **Remind the students that it is not a timed test.**

4. When the **students have finished and scored the inventory, explain in detail how the learning style information can be used to improve their school and job performance. The inventory manuals will include learning techniques for each learning style.**

EVALUATION: **Students and teacher will identify learning styles and specific techniques to improve performance.**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BUILDING BLOCKS FOR THE FUTURE

GRADE 11

Future Builders Supplement

MAINE
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A Developmental Framework for Life Choices

MAINE GUIDE

BUILDING BLOCKS FOR THE FUTURE

GRADE: Eleven

SKILL: Orientation

OBJECTIVE: To learn about payroll deductions and their effect on take-home pay.

OUTCOME: Students will understand payroll deductions.

TIME: 45 minutes

RESOURCES: Sample payroll check showing deductions.

SUGGESTED STRATEGIES:

1. Discuss the pay check--why sometimes what you think you earned doesn't match the amount on the check. Topics to be covered may include:

    - Gross pay
    - Social Security deductions
    - State/Federal Income Tax
    - Net pay
    - Health insurance
    - Fringe benefits

2. What are legal deductions? Why?
3. What is the difference between hourly wages and salaries?
4. Discuss the importance of knowing net pay when making a personal budget.

EVALUATION: Students will explain the meaning of deductions and give definitions for four deductions.

MAINE GUIDE

BUILDING BLOCKS FOR THE FUTURE

GRADE: Eleven

SKILL: Transition

OBJECTIVE: To understand the qualities necessary for job advancement.

OUTCOME: Students will demonstrate the qualities for job advancement.

TIME: Two 45-minute sessions

RESOURCES: Personnel specialists from local businesses

SUGGESTED STRATEGIES: First session

1. Contact area personnel specialists to participate in a panel presentation.

2. Prepare the students for the panel regarding desirable worker qualities. Brainstorm good worker qualities:

   - Punctuality
   - Responsibility
   - Willingness to learn new skills
   - Appearance
   - Honesty
   - Getting along with others

3. Ask the students to rank order the worker qualities and state the reason for their choices.

SUGGESTED STRATEGIES: Second session

1. Panel presentation: Have the panel members introduce themselves, their job responsibilities, and a summary of their company and the type of employees they have.

2. Focus the panel on desirable worker qualities. What qualities are considered for promotion. Allow time for discussion. Thank the panel.

EVALUATION: **Students will state three desirable worker qualities.**

Source: Adapted from *Counselor's Ideabook*. South Dakota Dept. of Education.

MAINE GUIDE

BUILDING BLOCKS FOR THE FUTURE

GRADE: Eleven

SKILL: Self Awareness

OBJECTIVE: To learn constructive behaviors which help to build positive relationships.

OUTCOME: Students will demonstrate constructive relationship building behaviors.

TIME: 45 minutes

RESOURCES: Blackboard or chart paper

SUGGESTED STRATEGIES:

1. Introduce the topic of building positive, lasting, relationships by discussing the following:

    Sharing of feelings
    Acceptance of yourself and others
    Constructive confrontation
    Communicating honestly
    Really listening
    Trust
    Tolerance of differences
    Expectations
    Not repeating confidences to others

2. Encourage the group to share concerns and beliefs about being and keeping a friend.

3. Ask for volunteers to role-play scenarios that exemplify some of the topics discussed earlier. Examples:

    Your friend says, "You idiot! It's your fault if we fail!"

    You have just learned that your friend's pet has been killed.

Your friend has a very strong body odor.

You find out that your buddy has told something you told in confidence.

Other scenarios the group may suggest.

4. Process the scenarios using the following steps:

   - Describe the behavior.
   - State your feelings.
   - Show what the consequences might be.

EVALUATION: Students will participate in the discussion.

Source: Adapted from *Growing Up*, Dunn and Hargitt.

MAINE GUIDE

BUILDING BLOCKS FOR THE FUTURE

GRADE: Eleven

SKILL: Career Awareness and Life Planning

OBJECTIVE: To develop an awareness of the impact of emerging technology on occupations in the 21st century.

OUTCOME: Students will recognize the changes in future occupations and the training necessary to work in those occupations.

TIME: Two 45-minute sessions.

RESOURCES: List of new technologies such as laser, fiber optics, telecommunications, robotics, medical technology, bio-engineering, computer aided design and manufacturing.
World Future Society's The Futurist magazine
Research time

SUGGESTED STRATEGIES: First session

1. Begin a discussion of new technologies. Ask students to share information they have on technology.
2. Have students choose an occupation they would be interested in pursuing when they leave school.
3. Each student (or groups of students with similar occupational interests) will research the effects of technology on the occupation. This research will include:

what the job is like currently,

identifying work duties that could be changed, added or deleted by new technologies,

determining how technology has changed sex stereotyped jobs,

determining what kind of training or retraining will be needed throughout the lifetime of a worker in that field,

what kinds of training or school courses should be taken now to prepare for that career.

4. Students will make an oral report to the class at the next session.

SUGGESTED STRATEGIES: Second session

1. Students will report on their research, discussing the changes and the importance of course selection and training.
2. Make a list of the occupations and the technologies that will effect them and discuss the commonalities and differences.

EVALUATION: Student research reports
Occupations and technologies list

Source: Adapted from *Career Education for the 80's*, Santa Clara, CA.

MAINE GUIDE

BUILDING BLOCKS FOR THE FUTURE

GRADE: Eleven

SKILL: Learning and Planning

OBJECTIVE: To develop effective telephone procedures for gathering information on employment opportunities.

OUTCOME: Students will practice effective telephone procedures.

TIME: 45 minutes

RESOURCES: Blackboard and chalk
Paper

SUGGESTED STRATEGIES:

1. Talking on the phone isn't exactly foreign to most adolescents, but gathering information from an unknown adult source by phone can be threatening. "Cold contacts" (calling a business without a prior contact) are not easy for anyone. Ask "What is the worst thing that can happen when you make a cold call?" Allow time for processing comments.

2. Most people are afraid of rejection and are embarrassed to make phone calls. Brainstorm suggestions of how they would initiate a "cold call." The same techniques may be used to call anyone new such as schools, colleges, banks, insurance companies, or car dealers.

3. Discuss how "cold calls" can be made easier. Put the following on the board:

The Introduction: "Hello, my name is ..."

The Information: "I am interested in ..."

The Hook: A brief written statement that you read over the phone about the specific information you are requesting, your skills, what you can do (in the case of employment opportunities)

The Close: "When may I come in for an interview?" or "When may I make an appointment to see you about this matter?"

Remember, in a job search situation, some assertiveness may be required to avoid being interviewed on the phone. Your objective is to have a face-to-face contact resulting from your telephone call.

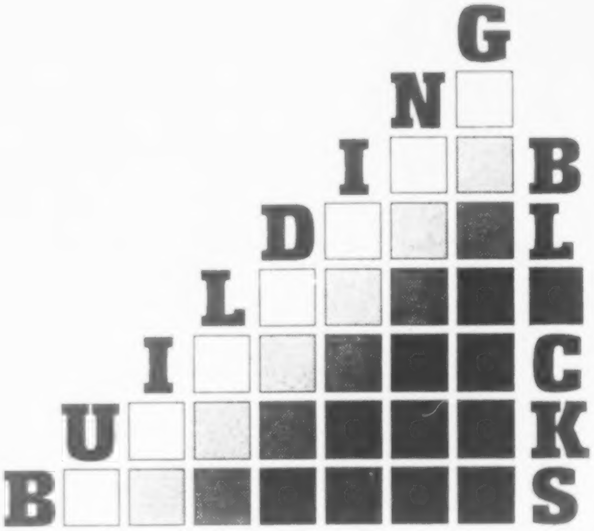
4. Have the class work in pairs and write out their own responses in the format described above, choosing a situation that meets their needs.

5. When all students have completed their phone sheet, have the pairs role play their dialogues to the class. Suggest they sit back-to-back at the front of the class. The teacher may want to demonstrate a call first.

6. Review the activity, making a list of all suggestions to help students be more effective in making telephone requests.

EVALUATION: Completed phone sheets.

Source: *Maine Guide: Career Transitions for Adults.* Maine Dept. of Education and Maine Occupational Information Coordinating Committee.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BUILDING BLOCKS FOR THE FUTURE

GRADE 12

Future Builders Supplement

MAINE GUIDE

A Developmental Framework for Life Choices

MAINE GUIDE

BUILDING BLOCKS FOR THE FUTURE

GRADE: Twelve

SKILL: Orientation

OBJECTIVE: To analyze different sources that may promote and reinforce sex-role stereotyping in our society.

OUTCOME: Students will discover sources of sex-role stereotyping in our society.

TIME: Two 45-minute sessions, plus homework assignment

RESOURCES: Interview sheet
Television analysis sheet
Magazine analysis sheet

SUGGESTED STRATEGIES: First session

1. Ask the class to define sex-roles and stereotyping. Explain to students that sex-role stereotyping is taught in many ways and comes from many sources. The students will be getting an opportunity to go directly to some of these sources to see how stereotypes are taught.

2. List "Television," "Magazines," and "Personal Interviews" on the board. Have the students divide into three groups and assign each group an area of stereotyping to analyze. Make certain that each group has male and female students represented. Distribute the analysis and interview sheets and explain the assignment.

3. Inform students that in three days (or whatever fits your schedule) each group will report its findings. Allow time during class time for working on the reports and making plans for the summary session.

SUGGESTED STRATEGIES: Second session

1. The groups will give a summary of its findings.

2. Conduct a discussion after each group's report:

a) How is male/female sex-role stereotyping in TV, magazines and personal interviews similar? Different?
b) Were there any exceptions or surprises?
c) How accurately do these stereotypes reflect what you are like? How are they like others you know?
d) Which do you think is the most powerful media?
e) What can you do to change sex-role stereotyping in these three sources?
f) What other sources can you identify that promote sex-role stereotyping?

EVALUATION: Student reports

Source: Adapted from *Classroom Activities in Sex Equity for Developmental Guidance.* Wisconsin Dept. of Education.

Going to the Source: Personal Interviews

Directions

Choose several different people to interview. Try to interview both males and females and people you don't know well in addition to friends and relatives. Explain that the interview will be anonymous and that it is for a class project. Then complete the following interview form. Read each question exactly; do not rephrase any. Ask each person to answer the question as well as he or she can.

1. Sex: _____________

2. Age range:
   - ☐ 10 and under
   - ☐ 11 – 18
   - ☐ 19 – 30
   - ☐ 31 – 50
   - ☐ Over 50

3. What is a "real man?"

4. What is a "real woman?"

5. What are some good jobs for women in our society?

6. What are some good jobs for men in our society?

7. In marriage, should the man or the woman have the leadership role?

8. Would you vote for a qualified woman to be president of the United States?

9. Do you think that it's all right for women to cry in public?

   For men to cry in public?

After the interview is completed, analyze the responses and answer the following questions:

1. What are the key types of sex-stereotyped thinking that emerged in this interview?

2. What are the key types of non-sex-stereotyped thinking that emerged in this interview?

Suggested Activity for Reporting: Tape-Recorded Interview

If possible, tape-record some of your interviews. Then play selected interviews or parts of interviews to the class. Explain why you chose these selections and how they reflect stereotyped or nonstereotyped thinking.

Be sure to ask permission of the person you are interviewing before you do any tape recording. Also, tell that person that the recorded interview may be played before your class at school.

Going to the Source: Television Commercials

Directions

Your television viewing for the next day will be not only relaxing, but also part of your homework. Watch as many television commercials as possible and fill out a chart like the one below for each commercial you analyze. If possible, try to analyze some commercials that sponsor shows for young children.

Commercial for ______________________________

Program ______________________________

Main Characters	Males	Females
Physical appearance		
Personality characteristics		
Activities in which the character is involved		
If there is a problem, what is it? Who has the problem?		
Who resolves the problem? How?		

Key Questions

How does this commercial promote or inhibit sex-role stereotyping for men?
For women?

Suggested Activity for Reporting: Recorded Medley

If you have a tape recorder or video cassette recorder available, you might record some of the TV commercials that you think are most powerful in reinforcing or inhibiting sex-role stereotypes. Your group may wish to play some of these when it summarizes its findings for the class. A good idea might be to prepare a recorded medley of stereotyped and nonstereotyped television commercials.

Going to the Source: Magazines (Worksheet)

Directions

For each advertisement in the magazine, answer the following questions:

Advertisements you think are directed to men:

	Male	Female
Number of characters in advertisement		
Activities of characters		
Dress and physical appearance of characters		
Products advertised		
Advertisement's message, e.g., if you . . .		

Advertisements you think are directed to women:

	Male	Female
Number of characters in advertisement		
Activities of characters		
Dress and physical appearance of characters		
Products advertised		
Advertisement's message, e.g., if you . . .		

Key Questions

What are the major "messages" for males? For females? How do advertisements promote or free people from male sex-role stereotyping? From female sex-role stereotyping?

Suggested Activity for Reporting: Collages

Select magazines that you can cut up. Cut out pictures, advertisements, and story headlines that most clearly and powerfully demonstrate male and female sex-role stereotyping. Arrange these cutouts so that they combine to form two images—one of the male sex-role stereotype and another of the female sex-role stereotype. After your arrangements have been made, paste them onto a piece of heavy cardboard. Share these collages with the class and explain why you selected the various pictures and headlines. If you wish, you can also make a collage of non-sex-stereotyped material that you found in your magazine search.

MAINE GUIDE

BUILDING BLOCKS FOR THE FUTURE

GRADE:	Twelve
SKILL:	Transition
OBJECTIVE:	To assist seniors in preparing for graduation from high school.
OUTCOME:	Students will understand what is required to graduate from high school.
TIME:	45 minute session (as needed)
RESOURCES:	School policy regarding academic credit and course requirements Graduation procedures and expenses School calendar Student transcripts Senior Credit Review

SUGGESTED STRATEGIES:

1. At appropriate times during the school year, discuss the requirements for successful graduation from high school.

2. In small groups, students should be provided with a copy of their transcript and a SENIOR CREDIT REVIEW in order to determine if they have the necessary courses and credits to meet graduation requirements.

3. Those students needing individual assistance should be given the names of appropriate people to contact.

4. Letters to parents/guardians are recommended to explain the credit audit and any problems that need to be corrected to assure graduation.

5. Discuss graduation procedures (meetings, picture, cap and gown, expenses) that seniors will be involved with during the school year.

6. Review teacher expectations. A discussion of good study habits is suggested. (See Grade 9: Orientation and Learning and Planning activities.)

7. Invite students to discuss other important graduation issues.

EVALUATION: Smooth graduation process

Source: Adapted from *Caring and Sharing: South Dakota K-12 Counselor Guide*. Pierre, SD.

SENIOR CREDIT REVIEW

Name ________________________________ Class of ____________

Parent/Guardian ______________________________ Date __________

Number of credits required to graduate = __________

	Required Subjects	Required Credits	Credits To Date	Senior Schedule	Projected Credits
ENGLISH					
HISTORY					
SCIENCE					
MATH					
HUMANITIES					

	Required Subjects	Required Credits	Credits To Date	Senior Schedule	Projected Credits
FOREIGN LANGUAGES					
COMPUTER					
HEALTH/P.E.					

Required credits to date = ______

Projected required credits = ______

ELECTIVES(other courses)

TOTAL Credits To Date = ______

TOTAL Projected Credits = ______

NOTE:

MAINE GUIDE

BUILDING BLOCKS FOR THE FUTURE

GRADE: Twelve

SKILL: Self Awareness

OBJECTIVE: To deal with the emotional impact of death and dying.

OUTCOME: Students will understand the emotions surrounding death and dying.

TIME: 45 minutes

RESOURCES: Stages in Acceptance of Death
Guest speaker, if preferred

SUGGESTED STRATEGIES:

1. Perhaps the most difficult action any of us must take is to comfort someone, or to comfort ourselves, after the death or during the dying of a loved one. We all face this process differently. Ultimately, we must come to grips with our feelings, our loss and our suffering.

2. Discuss the process of grieving--that it is a process with a beginning, middle and end. Different emotions will be attached to the stages:

DENIAL: refusal to accept the situation.
ANGER: rage at injustice
BARGAINING: making deals and promises
DEPRESSION: feelings of helplessness
ACCEPTANCE: becoming at peace

3. Talk about what we can do to deal with the feelings surrounding death.

- Communicating--Talking freely and listening actively are two sides of communication that allow fears, emotions, and grief to be expressed.
- Acknowledging--Admit to feelings and accept the emotions of others.
- Counseling/Helping--Accepting the counsel and assistance offered to you by others. Offering assistance.
- Compassion--Being open to the experience of suffering, to observe and to hear.

4. As a closure to this activity, allow the student to talk about their fears and losses.

EVALUATION: Expression of emotions and feelings
development of coping behaviors.

ADDITIONAL READINGS:

A Death in the Family, James Agee. Avon, 1959.
May I Cross Your Golden River, Paige Dixon. Atheneum.
Questions and Answers on Death and Dying, Elisabeth Kubler-Ross. MacMillan.
Sunshine, Norma Klein. Avon, 1974.

STAGES IN ACCEPTANCE OF DEATH

STAGE I **DENIAL**

"Not me! It's a mistake!"
Searches for hope, new doctor, new diagnosis

STAGE II **ANGER**

"Why me?"
Rage at the injustice of death; fear of being forgotten

STAGE III **BARGAINING**

"If I'm good, can I gain more time?"
Makes deals and promises; becomes cooperative

STAGE IV **DEPRESSION**

Reactive depression—at loss of health or job;
at monetary cost of illness
Preparatory depression—at loss of life and
loved ones

STAGE V **ACCEPTANCE**

"I am ready now."
Accepts the inevitability; a time of peace

MAINE GUIDE

BUILDING BLOCKS FOR THE FUTURE

GRADE: **Twelve**

SKILL: **Career Awareness and Life Planning**

OBJECTIVE: **To introduce career development as a life-long activity.**

OUTCOME: **Students will understand that career development is a life-long process.**

TIME: **Two 45-minute sessions**

RESOURCES: **Telephone books, business directories**

SUGGESTED STRATEGIES: **First session**

1. Many students aren't aware of the need for continuing education, training and retraining beyond high school. Education is a process that never ends. If we are to live full, productive lives, we must continue to learn long after we finish high school.

2. Discuss the implications of the term "life-long learning."

- **Many specific career-related programs and technical education programs become out-dated because of the rapid technological advances in business and industry.**
- **Workers continuously need new information to sharpen their skills to stay in the workforce.**
- **New technology has enabled workers to produce more in less time.**

- In order to respond to the fast pace of technology and decision making, authority has shifted to a larger portion of the workforce, resulting in greater worker responsibility.
- A strong mind, not a strong back is the root of economic power. Our most transforming resource is the human mind.
- The increase of new productivity technology will cause a decrease in the service industry labor force.
- The new workforce will stress flexibility. Workers will be assigned to perform many different jobs.

3. As a research assignment, have the students investigate local companies to determine how employers and employees are dealing with new technologies, processes and concepts. Brainstorm questions that could be asked of area businesses, such as: How does life-long learning figure into local employers' and employees' futures? What new processes/concepts/equipment have been introduced in their business? How do employers/employees learn about new ideas? Are local businesses providing training or are employees sent to training?

4. Divide the students into teams and using the yellow pages of the local phone book, determine what businesses will be surveyed. Try to ensure a mix of businesses. Don't overlook doctors, dentists, lawyers, gas stations, grocery stores, lumber yards--all are confronting technology in some form.

SUGGESTED STRATEGIES: Second session

1. The teams will report to the class on their findings. Written reports will be collected.

2. Review the concept of life-long learning with the class and relate it to the student reports.

3. What do they see in their future as life-long learners?

EVALUATION: Student research reports

ADDITIONAL READINGS

Careers Tomorrow: The Outlook for Work in a Changing World. Selections from The Futurist. World Future Society.

Occupational Outlook Quarterly. U.S. Dept. of Labor.

MAINE GUIDE

BUILDING BLOCKS FOR THE FUTURE

GRADE: Twelve

SKILL: Learning and Planning

OBJECTIVE: To introduce goal setting.

OUTCOME: Students will use goal setting techniques to establish and reach life goals.

TIME: 45 minutes

RESOURCES: Guidelines for Goal Setting
Personal Action Planner

SUGGESTED STRATEGIES:

1. Begin the session with some general statements about planning and goal setting. Remind them that this is their final year of public school. Plans are laid, a destination is in sight and a course has been charted--at least as far as June. During the four years, they have looked at their strengths and weaknesses, discussed career alternatives, personal characteristics, desires and goals. Now is a good time to review some guidelines for reaching those life goals.

2. Goal setting techniques help to identify factors that will help you achieve your goals, barriers that stand in your way, and strategies to overcome those barriers. Explain the process using the example of a trip to Japan. Post the steps listed on the PERSONAL ACTION PLANNER on the board. Ask the students to supply the information on each step.

3. Distribute GOAL SETTING GUIDELINES and the PERSONAL ACTION PLANNER. Go over the GUIDELINES. Ask the students to set a goal and list all the steps they need to take to reach their goal. Be aware that the goal setting process may be difficult for some. Be empathetic and encouraging.

4. After all the students have completed their PERSONAL ACTION PLANNER, discuss reactions to the activity. Share goals and steps taken to reach them. Use the class as a resource for anyone who is having trouble outlining steps. Congratulate everyone on having established a goal.

EVALUATION: **Completed PERSONAL ACTION PLANNER.**

GUIDELINES FOR GOAL SETTING

To set effective goals, it is important that one observe the following guidelines. A goal must be:

- CONCEIVABLE--You must be able to state the goal so that it is understandable and then must be able to identify clearly what the first step or two would be.
- BELIEVABLE--In addition to being consistent with your personal value system, you must believe you can reach the goal.
- ACHIEVABLE--The goals you set must be accomplishable with your given strengths and abilities.
- CONTROLLABLE--If your goal includes the involvement of anyone else, you should first obtain the permission of the other person or persons to be involved.
- MEASURABLE--Your goal must be stated so that is is measurable in time and quantity.
- DESIRABLE--Your goal should be something you really want to do. Whatever your ambition, it should be one that you want to fulfill, rather than something you feel you should do.
- STATED WITH NO ALTERNATIVE--You should set one goal at a time. Even though you may set out for one goal, you can stop at any time and drop it for a new one. But, when you change, you again state your goal without an alternative.
- GROWTH FACILITATING--Your goal should never be destructive to yourself, to others, or to society. If someone is seeking potentially destructive goals, and effort to encourage her/him to consider a different goal should be made.

PERSONAL ACTION PLANNER

GOAL:
(write it down)

ACTION:
(steps to take to reach goal)

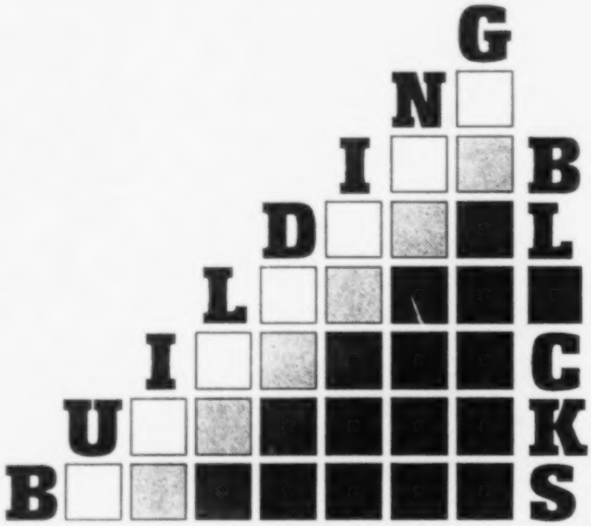
RESOURCES:
(what is needed?)

BARRIERS:
(what is in the way?)

WHEN:
(state a time)

NEXT STEPS:
(what comes after the first step?)

EVALUATION:
(assess your progress)


BUILDING
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BUILDING BLOCKS FOR THE FUTURE

RESOURCES

MAINE
GUIDE

A Developmental Framework for Life Choices

INDIVIDUAL CAREER PLAN — ELEMENTARY
Grades K-5

NAME ______________________________
Last First Middle

School ______________________________

1. My best characteristics are the following: ______________________________

____

2. My main likes and dislikes are these: ______________________________

____

3. My strongest abilities are these: ______________________________

____

4. When I grow up, I think I'd like to work as a: ______________________________

____

____

5. To be a good student, I need to do the following: ______________________________

____

____

6. To become the kind of person and citizen I want to be, I need to do the following: ______________________________

____

____

7. I shall participate in the following home, school, and community activities to help me develop the characteristics, habits, and skills I need and want: ______________________________

____

Signatures: ______________________________ ______________________________ ______________________________
Student Parent Counselor (or Teacher)

INDIVIDUAL CAREER PLAN—MIDDLE SCHOOL
Grades 6-8

NAME ______________________________________
Last First Middle

School ______________________________

1. My identified interests are:

______________ ______________
______________ ______________
______________ ______________

2. My identified abilities and skills are:

______________ ______________
______________ ______________
______________ ______________

3. My hobbies and recreational/leisure activities are: ______________________________
____
____

4. I do best in the following school subjects: ______________________________
____
____

5. I have explored careers in the following occupational clusters: ______________________________
____

6. My tentative career goal(s) is (are): ______________________________
____

7. In order to achieve my career goal, I need to develop the following characteristics, habits, or behaviors: (Check the item when it has been successfully accomplished.) ______________________________
____

8. I need to develop the following skills or competencies: (Check the skill when it has been accomplished successfully.) ______________
____
____

INDIVIDUAL CAREER PLAN—HIGH SCHOOL
Grades 9-12

NAME ____
Last First Middle

1. My identified interests are:

____________________ ____________________
____________________ ____________________
____________________ ____________________

3. My hobby and recreational/leisure activities are as follows:

____________________ ____________________
____________________ ____________________
____________________ ____________________

5. I have explored the following careers:

____________________ ____________________
____________________ ____________________
____________________ ____________________

7. My tentative career goal(s) is (are) the following:

____
____
____

School ____________________________________

2. My identified abilities are:

____________________ ____________________
____________________ ____________________
____________________ ____________________

4. I do best in these school subjects:

____________________ ____________________
____________________ ____________________
____________________ ____________________

6. I have worked part time or had some experience with the following jobs or work tasks:

____________________ ____________________
____________________ ____________________
____________________ ____________________

____
____
____

8. In order to achieve my career goal(s):
   a. I need to develop the following characteristics, habits, or behaviors: (Check the item when it has been successfully accomplished.)

   ____________ ____________ ____________
   ____________ ____________ ____________

   b. I need to develop the following skills or competencies: (Check the skill when it has been accomplished successfully.)

   ____________ ____________ ____________
   ____________ ____________ ____________

   c. I need to participate in the following home, school, and community activities to help me develop the characteristics and skills I want: (Check the item when accomplished successfully.)

   ____________ ____________ ____________
   ____________ ____________ ____________

I have chosen the following curriculum to study in high school and shall enroll in the courses outlined on my High School Program of Studies Plan. (See attached card in my cumulative record.)

e. I shall plan to pursue further training beyond high school in the following programs, schools, or colleges: *OR*

____________ ____________
____________ ____________
____________ ____________

f. I shall plan to obtain work in one of the following jobs (businesses, industries).

____________ ____________
____________ ____________
____________ ____________

Signatures: ____________ Student ____________ Parent ____________ Counselor

HIGH SCHOOL PROGRAM OF STUDIES PLAN
Grades 9-12

NAME____
Last First Middle

School ______________________________

Grade ____ 198__-8__

Subjects	Mark	Unit

Grade ____ 198__-8__

Subjects	Mark	Unit

Grade ____ 198__-8__

Subjects	Mark	Unit

Grade ____ 198__-8__

Subjects	Mark	Unit

Grade ____ 198__-8__

Subjects	Mark	Unit

Grade ____ 198__-8__

Subjects	Mark	Unit

Signatures: ____________________ Student

____________________ Parent

____________________ Counselor

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